

Attachment 27 - ACAD

27. Submit a School Calendar & Schedule

Note: While charter schools are exempted from HRS §302A-251, regarding instructional time, charter schools are subject to collective bargaining pursuant to HRS Chapter 89, Collective Bargaining in Public Employment. Applicants must ensure that their proposed plan will comply with collective bargaining requirements. Applicants proposing school calendars and schedules outside the parameters of HRS §302A-251 must negotiate agreements that supplement any Master Collective Bargaining Agreements and should be cognizant of possible limitations of these agreements.

A proposed school calendar and schedule are attached.

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Lima No'eau Career Academy

Proposed 180 - Day Academic Calendar for School Year 2024 – 2025*

2024		July				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
01	02	03	04	05	06	07
08	09	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30 Teachers Return to Work	31	01	02	03	04
05	06	Notes: Teachers Return to Work: July 30				

Teachers return to work: July 30**

2024		August				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
29	30	31	01	02	03	04
05 First Day of School	06	07	08	09	10	11
12	13	14	15	16 Statehood Day	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	01
02	03	Notes:				

1st day of school: August 5

Statehood Day: August 16

2024		September				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
26	27	28	29	30	31	01
02 Labor Day	03	04	05	06	07	08
09	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	01	Notes:				

Labor Day: September 2

2024		October				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
30	01	02	03	04 End of 1st Quarter	05	06
07 Fall Break	08 Fall Break	09 Fall Break	10 Fall Break	11 Fall Break	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	01	02	03
04	05	Notes: First Quarter Ends (43 days): October 4th				

End of 1st Quarter (43 days): October 4

Fall Break October 7 – 11

2024		November				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
28	29	30	31	01	02	03
04	05 Election Day	06	07	08	09	10
11 Veteran's Day	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28 Thanksgiving Break	29 Thanksgiving Break	30	01
02	03	Notes:				

Election Day: November 5

Veteran's Day: November 11

Thanksgiving Break: November 28-29

2024		December				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
25	26	27	28	29	30	01
02	03	04	05	06	07	08
09	10	11	12	13	14	15
16	17	18	19	20 End of 2nd Quarter	21	22
23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27 Winter Break	28	29
30 Winter Break	31 Winter Break	Notes: Second Quarter Ends (44 Days): December 20th				

End of 2 Quarter (46 days): December 20

Winter Break: December 23 – January 6

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2025		January				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
30	31	01 Winter Break	02 Winter Break	03 Winter Break	04	05
06 Teacher Work Day	07	08	09	10	11	12
13	14	15	16	17	18	19
20 Dr. Martin Luther King Jr. Day	21	22	23	24	25	26
27	28	29	30	31	01	02
03	04	Notes: Second Semester Begins: January 7th				

Teacher Work Day: January 6
2nd Semester Begins: January 7
Dr. Martin Luther King Jr. Day: January 20

2025		February				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
27	28	29	30	31	01	02
03	04	05	06	07	08	09
10 Institute Day (one day without students during week - TBD)	11	12	13	14	15	16
17 President's Day	18	19	20	21	22	23
24	25	26	27	28	01	02
03	04	Notes:				

Institute Day: day of the week TBD
President's Day: February 17

2025		March				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
24	25	26	27	28	01	02
03	04	05	06	07	08	09
10	11	12	13	14 End of 3 rd Quarter	15	16
17 Spring Break	18 Spring Break	19 Spring Break	20 Spring Break	21 Spring Break	22	23
24	25	26 Kuhio Day	27	28	29	30
31	01	Notes: Third Quarter Ends (46 days): March 14th				

End of 3rd Quarter (46 Days): March 14
Spring Break: March 17 – 21
Kuhio Day: March 26

2025		April				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
31	01	02	03	04	05	06
07	08	09	10	11	12	13
14	15	16	17	18 Good Friday	19	20
21	22	23	24	25	26	27
28	29	30	01	02	03	04
05	06	Notes:				

Good Friday: April 18

2025		May				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
28	29	30	01	02	03	04
05	06	07	08	09	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26 Memorial Day	27	28	29	30 End of 4 th Quarter; Last Day of School for Students.	31	01
02	03	Notes: 4 th Quarter Ends (47 days) and Last Day of School: May 30th				

Memorial Day: May 26
End of 4th Quarter (47 Days)
Last Day of School: May 30

2025		June				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
26	27	28	29	30	31	01
02 Last Day for Teachers	03	04	05	06	07	08
09	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	01	Notes:				

Teachers end of work: June 2^{}**

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**The proposed academic calendar will follow that of the Hawaii Department of Education's official school calendar and will be adjusted as necessary to maintain the 180 – day instructional days and yearly hours for students.*

***To meet the professional development needs of teachers, especially in our first year of operation, LNCA will seek an amendment to the CBA with HSTA to accept 8 additional days of teacher compensated professional development. The calendar will be adjusted accordingly pending the outcome of such an amendment.*

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Sample Daily/Weekly Schedule. This schedule will be reviewed and adjusted if needed to be in compliance with Master Collective Bargaining Agreement terms in effect.

Lima No'eau Career Academy K-5 Student Schedules

Key Program Components & Assurances

- Does your plan include training and communication procedures for staff and students? Yes
- How will you specifically monitor the proper execution of student schedules at your school? Teachers will be given the required instructional schedule that they will edit for their class using Excel and Outlook. These schedules will be reviewed and verified by admin. Each semester admin will reflect on the effectiveness of the schedule and revise if needed prior to the new semester.

Communication and Training

At Back-to-School Professional Development, staff will be given the required instructional schedule outlining the requirements for teachers and students in each academic pathway. Teachers will communicate with students and Learning Coaches the importance of attending the required sessions based on their academic pathway. The schedule can be viewed in the OLS and viewing the daily plan.

Student schedules will be discussed with students/families during beginning of the year data conferences. During Meet the Teacher events and orientation sessions teachers will inform students/families of the homeroom sessions available to all students as well as the Circle Time (K-2) and Homeroom (3-5). Live required sessions will be offered to students that are in need. These schedules will be emailed after testing is complete and added to the student's daily plan in the OLS.

Monitoring

Teachers will be given the required instructional schedule that they will edit for their class using excel and outlook. These schedules will be reviewed and verified by admin. Each semester admin will reflect on the effectiveness of the schedule and revise if needed prior to the new semester.

The School Leader and Principals will be conducting Walk Throughs on a consistent weekly basis to ensure that all classes are being held.

K-2	Mon	Tues	Wed	Thurs	Fri
8:30	Circle Time, SEL, Daily Math & Reading Mini Lesson	Circle Time, Daily Math & Reading Mini Lesson	Circle Time, Daily Math & Reading Mini Lesson	Circle Time, Daily Math & Reading Mini Lesson	Circle Time, Daily Math & Reading Mini Lesson
8:45					
9:00					
9:15	Transition Time (gather materials, use the restroom, talk a walk, get a drink/snack)				
9:30	Targeted Reading Group	Targeted Reading Group	Targeted Reading Group	Targeted Reading Group	Targeted Reading Group
9:45					
10:00	Transition Time (gather materials, use the restroom, talk a walk, get a drink/snack)				
10:15	Targeted Math Group	Targeted Math Group	Targeted Math Group	Targeted Math Group	Targeted Math Group
10:30					
10:45	Transition Time (gather materials, use the restroom, talk a walk, get a drink/snack)				
11:00	Art	Music	Fitness and Health	Science/History	Clubs & Social Time
11:15					
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:45					
12:00					
12:15		Enrichment Sessions for Advanced Students	Enrichment Sessions for Advanced Students	Enrichment Sessions for Advanced Students	
12:30					
12:45	Help Lab (optional, drop in support)	Help Lab (drop in, if needed)			
1:00					
1:15					
1:30					
1:45	MTSS sessions, if needed	MTSS sessions, if needed	MTSS sessions, if needed	MTSS sessions, if needed	MTSS sessions, if needed
2:00					
2:15					
2:30					
3:00					
3:15					
3:30					
3:45					

3-5	Mon	Tues	Wed	Thurs	Fri
8:30	Homeroom, SEL	Homeroom, SEL	Homeroom, SEL	Homeroom, SEL	Homeroom, SEL
8:45					
9:00	Targeted Reading Group	Targeted Reading Group	Targeted Reading Group	Targeted Reading Group	Targeted Reading Group
9:15					
9:30					
9:45					
10:00	Targeted Math Group	Targeted Math Group	Targeted Math Group	Targeted Math Group	Targeted Math Group
10:15					
10:30					
10:45					
11:00	Art	Music	Fitness and Health	Enrichment Sessions for Advanced Students	Clubs & Social Time
11:15					
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:45					
12:00					
12:15	Science	History	Science	Enrichment Sessions for Advanced Students	History
12:30					
12:45	Help Lab (optional, drop in support)	Help Lab (drop in, if needed)	Help Lab (drop in, if needed)	Help Lab (drop in, if needed)	Help Lab (drop in, if needed)
1:00					
1:15					
1:30					
1:45	MTSS sessions, if needed	MTSS sessions, if needed	MTSS sessions, if needed	MTSS sessions, if needed	MTSS sessions, if needed
2:00					
2:15					
2:30					
3:00					
3:15					
3:30					
3:45					

****All time blocks in white can be used for completing asynchronous coursework, which includes online and offline content.**

****Students may also be scheduled for additional targeted groups, 1:1 sessions, Special Education, 504, or ELL sessions in the afternoon during the white time blocks.**

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Sample Daily/Weekly Schedule. This schedule will be reviewed and adjusted if needed to be in compliance with Master Collective Bargaining Agreement terms in effect.

Lima No'eau Career Academy Middle School Student Schedules

Key Program Components & Assurances

- Does your plan include training and communication procedures for staff and students? Yes
- How will you specifically monitor the proper execution of student schedules at your school? Teachers will be given the required instructional schedule that they will edit for their class using Excel and Outlook. These schedules will be reviewed and verified by admin. Each semester admin will reflect on the effectiveness of the schedule and revise if needed prior to the new semester.

Communication and Training

At Back-to-School Professional Development, staff will be given the required instructional schedule outlining the requirements for teachers and students in each academic pathway. Teachers will communicate with students and Learning Coaches the importance of attending the required sessions based on their academic pathway. The schedule can be viewed in the Online Middle & High School and viewing the daily plan.

Student schedules will be discussed with students/families during beginning of the year data conferences. Plans in Online Middle School classrooms will have all updated due dates and assignments before start of school for semester 1.

Monitoring

Teachers will be given the required instructional schedule that they will edit for their class using excel and outlook. These schedules will be reviewed and verified by admin. Each semester admin will reflect on the effectiveness of the schedule and revise if needed prior to the new semester.

The School Leader and Principals will be conducting Walk Throughs on a consistent weekly basis to ensure that all classes are being held.

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6-8	Mon	Tues	Wed	Thurs	Fri
8:30	Homeroom, SEL	Homeroom, SEL	Homeroom, SEL	Homeroom, SEL	Homeroom, SEL
8:45	Daily English Language	Daily English Language	Daily English Language	Daily English Language	Daily English Language
9:00	Arts Lesson	Arts Lesson	Arts Lesson	Arts Lesson	Arts Lesson
9:15					
9:30	Targeted Reading Group	Targeted Reading Group	Targeted Reading Group	Targeted Reading Group	Targeted Reading Group
9:45					
10:00					
10:15	Daily Math Lesson	Daily Math Lesson	Daily Math Lesson	Daily Math Lesson	Daily Math Lesson
10:30					
10:45					
11:00	Targeted Math Group	Targeted Math Group	Targeted Math Group	Targeted Math Group	Targeted Math Group
11:15					
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:45					
12:00	Science	History	Science	History	Clubs & Social Time
12:15					
12:30					
12:45	Electives	Electives	Electives	Electives	Electives
1:00					
1:15	Help Lab (optional, drop in support)	Help Lab (drop in, if needed)	Help Lab (drop in, if needed)	Help Lab (drop in, if needed)	Help Lab (drop in, if needed)
1:30					
1:45	MTSS sessions, if needed	MTSS sessions, if needed	MTSS sessions, if needed	MTSS sessions, if needed	MTSS sessions, if needed
2:00					
2:15		Enrichment Sessions for Advanced Students	Enrichment Sessions for Advanced Students	Enrichment Sessions for Advanced Students	
2:30					
3:00					
3:15					
3:30					
3:45					

****All time blocks in white can be used for completing asynchronous coursework, which includes online and offline content.**

****Students may also be scheduled for additional targeted groups, 1:1 sessions, Special Education, 504, or ELL sessions in the afternoon during the white time blocks.**

Attachment 27 - ACAD

Sample Daily/Weekly Schedule. This schedule will be reviewed and adjusted if needed to be in compliance with Master Collective Bargaining Agreement terms in effect.

Lima No'eau Career Academy High School Student Schedules

Key Program Components & Assurances

- Does your plan include training and communication procedures for staff and students? Yes
- How will you specifically monitor the proper execution of student schedules at your school? Teachers will be given the required instructional schedule that they will edit for their class using Excel and Outlook. These schedules will be reviewed and verified by admin. Each semester admin will reflect on the effectiveness of the schedule and revise if needed prior to the new semester.

Communication and Training

At Back-to-School Professional Development, staff will be given the required instructional schedule outlining the requirements for teachers and students in each academic pathway. Teachers will communicate with students and Learning Coaches the importance of attending the required sessions based on their academic pathway. The schedule can be viewed in the Online Middle & High School and viewing the daily plan.

Student schedules will be discussed with students/families during beginning of the year data conferences. Plans in Online High School classrooms will have all updated due dates and assignments before start of school for semester 1.

Monitoring

Teachers will be given the required instructional schedule that they will edit for their class using excel and outlook. These schedules will be reviewed and verified by admin. Each semester admin will reflect on the effectiveness of the schedule and revise if needed prior to the new semester.

The School Leader and Principals will be conducting Walk Throughs on a consistent weekly basis to ensure that all classes are being held.

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9-12	Mon	Tues	Wed	Thurs	Fri			
8:30	Help Lab (optional, drop in support)							
8:45								
9:00	Math A		Math A					
9:15								
9:30								
9:45								
10:00		ELA A		ELA A	CTE & Electives			
10:15								
10:30								
10:45								
11:00	Science A	Science B	Science A	Science B	Homeroom, SEL Clubs & Social Time			
11:15								
11:30								
11:45	Lunch	Lunch	Lunch	Lunch	Lunch			
12:00								
12:15	Social Studies B		Social Studies B					
12:30								
12:45								
1:00	Math Targeted Group	Math Targeted Group	Math Targeted Group	Math Targeted Group				
1:15								
1:30	ELA Targeted Group	ELA Targeted Group	ELA Targeted Group	ELA Targeted Group				
1:45								
2:00	CTE & Electives		CTE & Electives					
2:15								
2:30								
2:45								
3:00	MTSS sessions, if needed							
3:15								
3:30								
3:45								

****All time blocks in white can be used for completing asynchronous coursework, which includes online and offline content.**

****Students may also be scheduled for additional targeted groups, 1:1 sessions, Special Education, 504, or ELL sessions in the afternoon during the white time blocks.**

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28. Based on your proposed model for curriculum, instruction, and assessment, provide a proposed scope and sequence and schedule for each grade level band that applies (K-3, 4-6, 6-8, 9-12) that aligns to your mission and vision. Describe how your team developed or selected the proposed curriculum.

If you are proposing a high school, explain how the proposed scope and sequence will meet and/or exceed the BOE's graduation requirements.

- *Optional- If you plan to add onto the BOE's graduation requirements, please describe your proposal.*

Note: High schools will be expected to meet the BOE's graduation requirements in accordance with BOE Policy 102-15. High schools may be able to deviate from such graduation requirements if a waiver is obtained from BOE. Any deviation from BOE Policy 102-15 requires a waiver from BOE, and Commission approval of an application does not constitute approval of any deviation from BOE's graduation requirements. If the application is approved, it will be incumbent on the proposed school either to: (1) obtain a waiver; or (2) if it cannot obtain a waiver, adjust its graduation requirements to meet BOE Policy 102-15.

To accomplish our mission “to provide a K through 12 world class, adaptive, synchronous and asynchronous virtual learning environment to meet the needs and interests of students across Hawai'i wherever they are academically, physically, socially, and/or culturally and to prepare them for success in their chosen college or career path, in alignment with their individual kuleana” and our vision “to create a charter school that continuously paves new pathways for virtual education, leveraging technology and innovative teaching methods to advance education for all student populations”, we selected the K12 curriculum for LNCA. A scope and sequence for grade level bands K-3, 4-5, 6-8, and 9-12, aligned to LNCA's mission and vision, is provided in **Attachment 28 – ACAD**. The proposed school calendar and bell schedule in **Attachment 27 – ACAD** meets collective bargaining requirements at the time this application was submitted and will be reviewed and revised as needed to meet collective bargaining requirements at the time the School opens. The LNCA Board does not have first-hand experience using the K12 curriculum, but the Board has met with K12 representatives in Hawai'i and has participated in lesson demonstrations of K12's curriculum; discussed alignment with Hawai'i Subject Matter Standards; discussed the use of live instruction and asynchronous lessons in their instructional program; and other components of a career education program that could be implemented at LNCA. The LNCA Board has met via Zoom with the K12 CTE team to discuss pathways that best fit the needs of business and industries that the Board members represent in Hawai'i. K12 representatives have also discussed with the LNCA Board K12's strategic partnerships with Tallo and Nepris and how those programs will benefit Hawai'i's students.

The LNCA Board has learned that K12's curriculum is intentionally designed to meet the needs of diverse learners. K12's curriculum development team uses state standards as the roadmap for what content to include in each course. Using a reverse design approach, the team aligns state standards into discrete learning objectives in order to determine what a student should

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know and be able to do by the end of a course. This drives the development of comprehensive assessments that can be used to evaluate student mastery of standards at the level of understanding required by each standard. Curriculum teams then organize content into units, lessons, and activities that scaffold instruction using sound pedagogical principles and the most relevant research in learning science to support the learner in obtaining the depth of knowledge required by state-approved standards.

K12 has a Curriculum and Product Research team dedicated to reviewing and synthesizing research for course development teams. Both secondary research—cornerstone and cutting-edge research studies on curriculum and online learning completed by experts in their fields—and primary research—research on the efficacy and varying aspects of the curriculum are conducted in house and by third parties. K12’s curriculum is regularly updated based on the information from that research. From the amount of instructional time per subject and frequency and length of brain breaks, to the sequence and coherence of content to types of assessments, all modifications to the curriculum are evidence-based, data-driven, and backed by empirical research proven to be effective in improving learning. Please see a full explanation of the research basis of the K12 curriculum included in **Attachment 28 – ACAD**.

In addition to being standards-driven and research-based, K12’s curriculum is designed using the following guiding principles:

- *Accessibility*: K12 aligns with the international standards in Web Content Accessibility Guidelines (WCAG) 2.0 Level AA, and they are working toward implementing WCAG 2.1 Level AA.
- *Customizable*: K12’s curriculum is customizable by either curriculum designers—or at the teacher level—to meet state requirements.
- *Interactive and Engaging*: K12’s curriculum is designed expressly for a digital learning environment (including mobile devices), and infused with media, video, and interactivity to enhance learning and engage students.
- *Multicultural, Diverse, and Inclusive*: K12 seeks to use content and assessment items that are free from bias and that represent diversity, including literature (including topics, characters/central figures, and authors), imagery/media, and video/voice talent.
- *Personalization*: K12’s curriculum is created with the capacity for content delivery adjustment to meet students’ diverse instructional needs.

The proposed scope and sequence in **Attachment 28 – ACAD** will meet the BOE graduation requirements in accordance with BOE Policy 102-15:

Course Requirements	Hawai'i High School Diploma
English	4.0 credits including English Language Arts 1 (1 credit), English Language Arts 2 (1 credit), and Expository Writing (0.5 credit) and 1.5 credits of common core aligned language arts electives or proficiency-based equivalents

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Social Studies	4.0 credits including U.S. History and Government (1 credit), World History and Culture (1 credit), Modern History of Hawaii (0.5 credit) and Participation in a Democracy (0.5 credit) and 1 credit of standards based social studies elective or proficiency-based equivalent
Mathematics**	3.0 credits including Algebra 1 (1 credit), Geometry (1 credit) and 1 credit of common core aligned math elective or proficiency-based equivalent
Science	3.0 credits including Biology and 2 credits of standards-based science electives or proficiency-based equivalents
World Language Fine Arts Career and Technical Education	2.0 credits in one of the specified programs of study or proficiency-based equivalents
Physical Education	1.0 credit or proficiency-based equivalent
Health	0.5 credit or proficiency-based equivalent
Personal/ Transition Plan	0.5 credit
Electives	6.0 credits
Total	24.0 credits

Every high school student will have a Personal/Transition Plan aligned with state graduation requirements to strategically guide and keep them on track towards graduation. As part of a comprehensive instructional model, the School will establish a Multi-Tiered System of Supports (MTSS) approach to the early identification and support of student learning including in the case of students who are at risk of dropping out or not meeting graduation requirements (see **Attachment 30 – ACAD**). The model is used to efficiently differentiate instruction for all students and incorporates increasing rigor in instruction, offering specific, research-based interventions matched to student needs. Throughout the MTSS process, student progress is monitored frequently during instruction to examine student achievement and gauge the effectiveness of the instruction. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Decisions about the intensity and duration of interventions are based on individual student response to instruction and integrated as part of the instructional cycles.

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For students who need to recover credits to meet graduation requirements and to be on track to graduate in four years, the School will provide them with several options personalized to their individual needs—a multiple pathway approach—which will work within the School’s calendar. Examples could include:

- Credit Recovery Courses: mastery-based courses that allow students to “test out” of content for which they demonstrate mastery, e.g., when students have had exposure to the course content before and have been unsuccessful
- Full course re-takes
- Additional courses added to a student’s schedule for students who have demonstrated an ability to keep up with current course work
- Flex schedule providing evening synchronous and asynchronous support for students for whom traditional school day hours are not ideal

Graduation Guarantee

Dropping out of high school is a nationwide problem, with two million students leaving school before graduating each year. According to the U.S. Bureau of Labor Statistics, workers without a high school diploma have the highest rate of unemployment and the lowest median weekly earnings. Beginning with their first graduation cohort of six students in 2007, K12 managed public schools has graduated 78,395 students to date—including 11,775 students who graduated from online and blended schools in 2021-2022. K12’s graduation rates have risen steadily over the past five years thanks to excellence in teaching and online learning support, personalized graduation plans, and individual counseling. K12 is so confident in their proven online learning approach that they guarantee that eligible students enrolled in a K12-powered full-time public school will graduate from high school. If a student does not attain the necessary credits to graduate at their K12-powered public school before reaching the age limit at their school, K12 will cover tuition at a K12 private school of K12’s choice, or provide other remediation, until the student has sufficient credits to earn a high school diploma. Students graduating from K12 virtual schools have enrolled in hundreds of higher education institutions. They can be found attending selective universities, schools of liberal arts, culinary arts, business, fine arts, and top technology and fashion institutes, among others. Graduates are also going into careers in the military, apprenticeship programs, on the job training, or directly into the workforce.

Grade Band K-3	Kindergarten Math	Math K is designed to provide students with a strong foundation in mathematical concepts. Students master content through a combination of teacher-led instruction (either live or via embedded video within the course) and independent practice, both online and offline. Teacher-led instruction engages students using online resources, including virtual manipulatives, videos demonstrating concepts with physical manipulatives, and videos teaching concepts through song. During independent practice, students solve problems online, often working with virtual manipulatives, and offline in an activity book. The Math K curriculum begins with a heavy emphasis on numbers and counting, leading to an understanding of addition and subtraction. Throughout the Math K course, students also explore mathematical concepts found around them in the world, including clocks and calendars, position and patterns, subitizing, shapes, measurable attributes, and money.
	First Grade Math	Math 1 continues to build a strong foundation in mathematical concepts. Students master content through a combination of teacher-led instruction (either live or via embedded video within the course) and independent practice. The Math 1 curriculum focuses on numbers and counting, data representations, addition and subtraction, story problems, length, time, shapes, and place value. Throughout the Math 1 course, students review mathematical concepts found around them in the world. They also master addition and subtraction math facts through 10.
	Second Grade Math	Math 2 is designed to support true depth of knowledge required by today's standards. With rich content to form conceptual understanding and enough practice to support mastery, including time built in for individualized independent practice, games, and offline practice, Math 2 includes the tools and technology that students need to succeed. Math 2 focuses on numbers through 1,000; time and money; two-digit addition and subtraction; length; story problems; shapes; number patterns; and data displays.
	Third Grade Math	Math 3 is designed to support true depth of knowledge required by today's standards. It continues to include the tools and technology that students need to succeed in a blended learning environment. Math 3 focuses on reviewing patterns and number sense; discovering addition, subtraction, multiplication, and division strategies; exploring shapes and calculating area; learning about fractions and equivalent fractions; measuring time, length, liquid volume, and mass; and exploring and making data displays.
Grade Band 4-5	Fourth Grade Math	Math 4 is designed to support true depth of knowledge required by today's standards. With rich content to form conceptual understanding and enough practice to support mastery, including time built-in for individualized independent practice, games, and offline practice, Math 4 includes the tools and technology that students need to succeed in a blended learning environment. Math 4 focuses on expanding understanding of operations with whole numbers, developing a greater understanding of fractions, discovering decimals and their relationship to fractions, and exploring geometric figures.
	Fifth Grade Math	Math 5 continues to include the tools and technology that students need to succeed in a blended learning environment. Math 5 focuses on expanding understanding of operations with fractions, developing a greater fluency with operations with multidigit numbers, expanding understanding of decimals, and learning to perform operations with decimals, learning about the coordinate plane, and exploring volume.

Grade Band 6-8	Sixth Grade Math	In K12's Grade 6 mathematics course, students deepen their understanding of multiplication and division of fractions to apply their knowledge to divide fractions by fractions, with an additional focus on increasing efficiency and fluency. Students gain a foundation in the concepts of ratio and rate as an extension of their work with whole number multiplication and division, and in preparation for work with proportional relationships in Grade 7. Students also make connections among area, volume, and surface area, and continue to lay the groundwork for deep algebraic understanding by interpreting and using expressions and equations.
	Seventh Grade Math	In K12's Grade 7 mathematics course, students focus on real-world scenarios and mathematical problems involving algebraic expressions and linear equations and begin to apply their understanding of rational numbers with increased complexity. The course lays the foundation for exploring concepts of angle, similarity and congruence, more formally addressed in Grade 8, as students work with scale drawings and construct and analyze relationships among geometric figures. Students also develop and apply understandings of proportional relationships.
	Eighth Grade Math	K12's Grade 8 mathematics course prepares students for more advanced study in algebra as students solve linear equations and systems of equations, work with radical and integer exponents, gain conceptual understanding of functions, and use functions to model quantitative relationships. To prepare students for more advanced study in geometry, the course emphasizes the Pythagorean theorem and a deepening exploration of similarity and congruence.
Grade Band 9-12	Algebra 1	K12's Algebra 1 course is intended to formalize and extend the mathematics that students learned in the middle grades. In this course, students deepen their understanding of linear and exponential relationships by contrasting them with each other. Students also apply linear models to data that exhibit a linear trend. The course also covers analyzing, solving, and using quadratic functions.
	Geometry	K12's Geometry course builds on the geometry covered in middle school to explore more complex geometric situations and deepen students' ability to explain geometric relationships, moving toward formal mathematical arguments. Specific topics include similarity and congruence, analytic geometry, circles, the Pythagorean theorem, right triangle trigonometry, analysis of three-dimensional objects, conic sections, and geometric modeling.
	Algebra 2	In K12's Algebra 2 course, students build on their work with linear, quadratic, and exponential functions, and extend their repertoire to include polynomial, rational, radical, and trigonometric functions. Students also expand their ability to model situations and solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The course covers sequences and series, probability distributions, and more advanced data analysis techniques.



Common Core State Standards: Mathematics Grade K
Attachment 28 - ACAP
Compared to Math K E1



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Math Around You	1	Introduction to Math K	N/A	Students are introduced to the Math K course.
1	Math Around You	2	Position (A)	CCSS.Math.Content.K. CC.A.1	Know number names and the count sequence. Count to 100 by ones and by tens.
1	Math Around You	2	Position (A)	CCSS.Math.Content.K. G.A.1	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
1	Math Around You	2	Position (A)	CCSS.Math.Content.K. G.A.2	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Correctly name shapes regardless of their orientations or overall size.
1	Math Around You	3	Position (B)	CCSS.Math.Content.K. CC.A.1	Know number names and the count sequence. Count to 100 by ones and by tens.
1	Math Around You	3	Position (B)	CCSS.Math.Content.K. G.A.1	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
1	Math Around You	3	Position (B)	CCSS.Math.Content.K. G.A.2	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Correctly name shapes regardless of their orientations or overall size.
1	Math Around You	4	Position (C)	CCSS.Math.Content.K. G.A.1	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
1	Math Around You	5	Position (D)	CCSS.Math.Content.K. G.A.1	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
1	Math Around You	5	Position (D)	CCSS.Math.Content.K. G.A.2	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Correctly name shapes regardless of their orientations or overall size.

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1	Math Around You	6	Position (E)	CCSS.Math.Content.K.G.A.1	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
1	Math Around You	6	Position (E)	CCSS.Math.Content.K.G.A.2	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Correctly name shapes regardless of their orientations or overall size.
1	Math Around You	7	Patterns (A)	CCSS.Math.Content.K.G.A.1	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
1	Math Around You	8	Patterns (B)	CCSS.Math.Content.K.G.A.1	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
1	Math Around You	9	Patterns (C)	CCSS.ELA-Literacy.RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
1	Math Around You	9	Patterns (C)	CCSS.ELA-Literacy.RF.K.2a	Recognize and produce rhyming words.
1	Math Around You	9	Patterns (C)	CCSS.ELA-Literacy.RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
1	Math Around You	9	Patterns (C)	CCSS.ELA-Literacy.RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
1	Math Around You	9	Patterns (C)	CCSS.Math.Content.K.G.A.1	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
1	Math Around You	9	Patterns (C)	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
1	Math Around You	10	Patterns (D)	CCSS.Math.Content.K.G.A.1	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
1	Math Around You	11	Patterns (E)	CCSS.Math.Content.K.G.A.2	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Correctly name shapes regardless of their orientations or overall size.

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1	Math Around You	12	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
1	Math Around You	13	Math Around You Wrap-Up	CCSS.Math.Content.K.G.A.1	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
1	Math Around You	13	Math Around You Wrap-Up	CCSS.Math.Content.K.G.A.2	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Correctly name shapes regardless of their orientations or overall size.
2	More Math Around You	1	Clocks and Calendars (A)	CCSS.Math.Content.K.CC.A.1	Know number names and the count sequence. Count to 100 by ones and by tens.
2	More Math Around You	2	Clocks and Calendars (B)	CCSS.Math.Content.K.CC.A.1	Know number names and the count sequence. Count to 100 by ones and by tens.
2	More Math Around You	3	Clocks and Calendars (C)	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
2	More Math Around You	4	Clocks and Calendars (D)	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
2	More Math Around You	5	Clocks and Calendars (E)	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
2	More Math Around You	6	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
2	More Math Around You	7	Sorting (A)	CCSS.Math.Content.K.MD.B.3	Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
2	More Math Around You	8	Sorting (B)	CCSS.Math.Content.K.MD.B.3	Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
2	More Math Around You	9	Sorting (C)	CCSS.ELA-Literacy.RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
2	More Math Around You	9	Sorting (C)	CCSS.ELA-Literacy.RF.K.2a	Recognize and produce rhyming words.
2	More Math Around You	9	Sorting (C)	CCSS.ELA-Literacy.RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.

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2	More Math Around You	9	Sorting (C)	CC.ELA-Literacy.RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
2	More Math Around You	9	Sorting (C)	CCSS.Math.Content.K.G.A.3	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
2	More Math Around You	10	Sorting (D)	CCSS.Math.Content.K.G.A.3	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
2	More Math Around You	10	Sorting (D)	CCSS.Math.Content.K.MD.B.3	Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
2	More Math Around You	10	Sorting (D)	CCSS.Math.Practice.MP.8	Look for and express regularity in repeated reasoning.
2	More Math Around You	11	Sorting (E)	CCSS.Math.Content.K.G.A.3	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
2	More Math Around You	11	Sorting (E)	CCSS.Math.Content.K.G.B.4	Analyze, compare, create, and compose shapes. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
2	More Math Around You	11	Sorting (E)	CCSS.Math.Content.K.MD.B.3	Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
2	More Math Around You	12	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
2	More Math Around You	13	More Math Around You Wrap-Up	CCSS.Math.Content.K.G.A.3	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
2	More Math Around You	13	More Math Around You Wrap-Up	CCSS.Math.Content.K.MD.B.3	Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

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3	Numbers Through 5	1	Count to 5 (A)	CCSS.Math.Content.K.CC.A.1	<p>Know number names and the count sequence.</p> <p>Count to 100 by ones and by tens.</p> <p>Count to tell the number of objects.</p>
3	Numbers Through 5	1	Count to 5 (A)	CCSS.Math.Content.K.CC.B.4a	<p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>
3	Numbers Through 5	1	Count to 5 (A)	CCSS.Math.Content.K.CC.B.4b	<p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>
3	Numbers Through 5	1	Count to 5 (A)	CCSS.Math.Content.K.CC.B.5	<p>Count to tell the number of objects.</p> <p>Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.</p>
3	Numbers Through 5	2	Count to 5 (B)	CCSS.Math.Content.K.CC.A.1	<p>Know number names and the count sequence.</p> <p>Count to 100 by ones and by tens.</p> <p>Count to tell the number of objects.</p>
3	Numbers Through 5	2	Count to 5 (B)	CCSS.Math.Content.K.CC.B.4b	<p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>
3	Numbers Through 5	2	Count to 5 (B)	CCSS.Math.Content.K.CC.B.5	<p>Count to tell the number of objects.</p> <p>Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.</p>
3	Numbers Through 5	3	Count to 5 (C)	CCSS.Math.Content.K.CC.B.5	<p>Count to tell the number of objects.</p> <p>Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.</p>

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3	Numbers Through 5	4	Count to 5 (D)	CCSS.Math.Content.K.CC.B.5 Count to tell the number of objects. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.
3	Numbers Through 5	5	Count to 5 (E)	CCSS.Math.Content.K.CC.B.4a Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
3	Numbers Through 5	5	Count to 5 (E)	CCSS.Math.Content.K.CC.B.4b Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
3	Numbers Through 5	5	Count to 5 (E)	CCSS.Math.Content.K.CC.B.5 Count to tell the number of objects. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.
3	Numbers Through 5	6	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
3	Numbers Through 5	7	Read and Write Numbers to 5 (A)	CCSS.Math.Content.K.CC.A.3 Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
3	Numbers Through 5	8	Read and Write Numbers to 5 (B)	CCSS.Math.Content.K.CC.A.3 Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
3	Numbers Through 5	9	Read and Write Numbers to 5 (C)	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.
3	Numbers Through 5	9	Read and Write Numbers to 5 (C)	CCSS.ELA-Literacy.RF.K.2a Recognize and produce rhyming words.
3	Numbers Through 5	9	Read and Write Numbers to 5 (C)	CCSS.ELA-Literacy.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.

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3	Numbers Through 5	9	Read and Write Numbers to 5 (C)	CCSS.ELA-Literacy.RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
3	Numbers Through 5	9	Read and Write Numbers to 5 (C)	CCSS.Math.Content.K.CC.A.3 Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
3	Numbers Through 5	9	Read and Write Numbers to 5 (C)	CCSS.Math.Content.K.MD.B.3 Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
3	Numbers Through 5	10	Read and Write Numbers to 5 (D)	CCSS.Math.Content.K.CC.A.3 Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
3	Numbers Through 5	11	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
3	Numbers Through 5	12	Numbers Through 5 Wrap-Up	CCSS.Math.Content.K.CC.A.3 Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
3	Numbers Through 5	12	Numbers Through 5 Wrap-Up	CCSS.Math.Content.K.CC.B.4a Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
3	Numbers Through 5	12	Numbers Through 5 Wrap-Up	CCSS.Math.Content.K.CC.B.4b Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
3	Numbers Through 5	12	Numbers Through 5 Wrap-Up	CCSS.Math.Content.K.CC.B.5 Count to tell the number of objects. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.

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4	Work with 5	1	Compare to 5 (A)	CCSS.Math.Content.K.CC.C.6 Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
4	Work with 5	1	Compare to 5 (A)	CCSS.Math.Content.K.MD.B.3 Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
4	Work with 5	1	Compare to 5 (A)	CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.
4	Work with 5	2	Compare to 5 (B)	CCSS.Math.Content.K.CC.C.6 Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
4	Work with 5	3	Compare to 5 (C)	CCSS.Math.Content.K.CC.B.4c Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that each successive number name refers to a quantity that is one larger.
4	Work with 5	4	Compare to 5 (D)	CCSS.Math.Content.K.CC.C.7 Compare numbers. Compare two numbers between 1 and 10 presented as written numerals.
4	Work with 5	5	Compare to 5 (E)	CCSS.Math.Content.K.CC.B.4c Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that each successive number name refers to a quantity that is one larger.
4	Work with 5	5	Compare to 5 (E)	CCSS.Math.Content.K.CC.C.6 Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
4	Work with 5	5	Compare to 5 (E)	CCSS.Math.Content.K.CC.C.7 Compare numbers. Compare two numbers between 1 and 10 presented as written numerals.
4	Work with 5	6	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.

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4	Work with 5	7	Compose within 5 (A)	CCSS.Math.Content.K.NBT.A.1 Work with numbers 11—19 to gain foundations for place value. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
4	Work with 5	7	Compose within 5 (A)	CCSS.Math.Content.K.OA.A.3 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
4	Work with 5	8	Compose within 5 (B)	CCSS.Math.Content.K.NBT.A.1 Work with numbers 11—19 to gain foundations for place value. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
4	Work with 5	8	Compose within 5 (B)	CCSS.Math.Content.K.OA.A.3 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
4	Work with 5	9	Compose within 5 (C)	CCSS.Math.Content.K.NBT.A.1 Work with numbers 11—19 to gain foundations for place value. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
4	Work with 5	9	Compose within 5 (C)	CCSS.Math.Content.K.OA.A.3 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
4	Work with 5	10	Compose within 5 (D)	CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.
4	Work with 5	10	Compose within 5 (D)	CCSS.ELA-Literacy.RF.K.2a Recognize and produce rhyming words.
4	Work with 5	10	Compose within 5 (D)	CCSS.ELA-Literacy.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
4	Work with 5	10	Compose within 5 (D)	CCSS.ELA-Literacy.RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

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4	Work with 5	10	Compose within 5 (D)	<p>CCSS.Math.Content.K.G.A.1</p> <p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p>
4	Work with 5	10	Compose within 5 (D)	<p>CCSS.Math.Content.K.NBT.A.1</p> <p>Work with numbers 11—19 to gain foundations for place value.</p> <p>Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>
4	Work with 5	10	Compose within 5 (D)	<p>CCSS.Math.Content.K.OA.A.3</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p>
4	Work with 5	11	Compose within 5 (E)	<p>CCSS.Math.Content.K.NBT.A.1</p> <p>Work with numbers 11—19 to gain foundations for place value.</p> <p>Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>
4	Work with 5	11	Compose within 5 (E)	<p>CCSS.Math.Content.K.OA.A.3</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p>
4	Work with 5	12	Your Choice Day	<p>N/A</p> <p>Students can use this lesson time to do any of the following.</p> <p>Catch up on work from earlier lessons.</p> <p>Practice in the Stride Skills Arcade.</p> <p>Practice Math Facts.</p> <p>Read a book.</p>
4	Work with 5	13	Work with 5 Wrap-Up	<p>CCSS.Math.Content.K.CC.C.6</p> <p>Compare numbers.</p> <p>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p>
4	Work with 5	13	Work with 5 Wrap-Up	<p>CCSS.Math.Content.K.CC.C.7</p> <p>Compare numbers.</p> <p>Compare two numbers between 1 and 10 presented as written numerals.</p>

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4	Work with 5	13	Work with 5 Wrap-Up	<p>Work with numbers 11—19 to gain foundations for place value.</p> <p>CCSS.Math.Content.K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>
4	Work with 5	13	Work with 5 Wrap-Up	<p>CCSS.Math.Content.K.OA.A.3 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p>
5	Numbers Through 10	1	Count to 10 (A)	<p>CCSS.Math.Content.K.CC.B.4a Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>
5	Numbers Through 10	1	Count to 10 (A)	<p>CCSS.Math.Content.K.CC.B.4b Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>
5	Numbers Through 10	1	Count to 10 (A)	<p>CCSS.Math.Content.K.CC.B.5 Count to tell the number of objects.</p> <p>Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.</p>
5	Numbers Through 10	1	Count to 10 (A)	<p>CCSS.Math.Content.K.G.A.1 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p>
5	Numbers Through 10	2	Count to 10 (B)	<p>CCSS.Math.Content.K.CC.B.5 Count to tell the number of objects.</p> <p>Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.</p>

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5	Numbers Through 10	3	Count to 10 (C)	CCSS.Math.Content.K.CC.A.3	<p>Know number names and the count sequence.</p> <p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>
5	Numbers Through 10	3	Count to 10 (C)	CCSS.Math.Content.K.CC.B.5	<p>Count to tell the number of objects.</p> <p>Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.</p>
5	Numbers Through 10	4	Count to 10 (D)	CCSS.Math.Content.K.CC.A.3	<p>Know number names and the count sequence.</p> <p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>
5	Numbers Through 10	5	Count to 10 (E)	CCSS.Math.Content.K.CC.A.3	<p>Know number names and the count sequence.</p> <p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>
5	Numbers Through 10	5	Count to 10 (E)	CCSS.Math.Content.K.CC.B.5	<p>Count to tell the number of objects.</p> <p>Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.</p>
5	Numbers Through 10	6	Your Choice Day	N/A	<p>Students can use this lesson time to do any of the following.</p> <p>Catch up on work from earlier lessons.</p> <p>Practice in the Stride Skills Arcade.</p> <p>Practice Math Facts.</p> <p>Read a book.</p>
5	Numbers Through 10	7	Compare to 10 (A)	CCSS.Math.Content.K.CC.C.6	<p>Compare numbers.</p> <p>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p>
5	Numbers Through 10	8	Compare to 10 (B)	CCSS.Math.Content.K.CC.C.6	<p>Compare numbers.</p> <p>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p>
5	Numbers Through 10	9	Compare to 10 (C)	CCSS.Math.Content.K.CC.B.4c	<p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>Understand that each successive number name refers to a quantity that is one larger.</p>

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5	Numbers Through 10	9	Compare to 10 (C)	CCSS.Math.Content.K.CC.C.7	Compare numbers. Compare two numbers between 1 and 10 presented as written numerals.
5	Numbers Through 10	10	Compare to 10 (D)	CCSS.ELA-Literacy.RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
5	Numbers Through 10	10	Compare to 10 (D)	CCSS.ELA-Literacy.RF.K.2a	Recognize and produce rhyming words.
5	Numbers Through 10	10	Compare to 10 (D)	CCSS.ELA-Literacy.RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
5	Numbers Through 10	10	Compare to 10 (D)	CCSS.ELA-Literacy.RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
5	Numbers Through 10	10	Compare to 10 (D)	CCSS.Math.Content.K.CC.B.4c	Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that each successive number name refers to a quantity that is one larger.
5	Numbers Through 10	10	Compare to 10 (D)	CCSS.Math.Content.K.CC.C.6	Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
5	Numbers Through 10	10	Compare to 10 (D)	CCSS.Math.Content.K.CC.C.7	Compare numbers. Compare two numbers between 1 and 10 presented as written numerals.
5	Numbers Through 10	11	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
5	Numbers Through 10	12	Numbers Through 10 Wrap-Up	CCSS.Math.Content.K.CC.A.3	Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
5	Numbers Through 10	12	Numbers Through 10 Wrap-Up	CCSS.Math.Content.K.CC.B.4b	Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

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5	Numbers Through 10	12	Numbers Through 10 Wrap-Up	<p>Count to tell the number of objects.</p> <p>CCSS.Math.Content.K.CC.B.4c</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>Understand that each successive number name refers to a quantity that is one larger.</p>
5	Numbers Through 10	12	Numbers Through 10 Wrap-Up	<p>Count to tell the number of objects.</p> <p>CCSS.Math.Content.K.CC.B.5</p> <p>Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.</p>
5	Numbers Through 10	12	Numbers Through 10 Wrap-Up	<p>Compare numbers.</p> <p>CCSS.Math.Content.K.CC.C.6</p> <p>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p>
5	Numbers Through 10	12	Numbers Through 10 Wrap-Up	<p>Compare numbers.</p> <p>CCSS.Math.Content.K.CC.C.7</p> <p>Compare two numbers between 1 and 10 presented as written numerals.</p>
5	Numbers Through 10	12	Numbers Through 10 Wrap-Up	<p>CCSS.Math.Practice.MP1</p> <p>Make sense of problems and persevere in solving them.</p>
6	Work with 10	1	Categories to 10 (A)	<p>CCSS.Math.Content.K.MD.B.3</p> <p>Classify objects and count the number of objects in each category.</p> <p>Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>
6	Work with 10	2	Categories to 10 (B)	<p>CCSS.Math.Content.K.MD.B.3</p> <p>Classify objects and count the number of objects in each category.</p> <p>Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>
6	Work with 10	2	Categories to 10 (B)	<p>CCSS.Math.Practice.MP3</p> <p>Construct viable arguments and critique the reasoning of others.</p>
6	Work with 10	3	Categories to 10 (C)	<p>CCSS.Math.Content.K.MD.B.3</p> <p>Classify objects and count the number of objects in each category.</p> <p>Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>
6	Work with 10	4	Your Choice Day	<p>N/A</p> <p>Students can use this lesson time to do any of the following.</p> <p>Catch up on work from earlier lessons.</p> <p>Practice in the Stride Skills Arcade.</p> <p>Practice Math Facts.</p> <p>Read a book.</p>
6	Work with 10	5	Compose within 10 (A)	<p>CCSS.Math.Content.K.CC.B.5</p> <p>Count to tell the number of objects.</p> <p>Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.</p>

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6	Work with 10	5	Compose within 10 (A) CCSS.Math.Content.K.OA.A.3	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
6	Work with 10	6	Compose within 10 (B) CCSS.Math.Content.K.CC.B.5	Count to tell the number of objects. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
6	Work with 10	6	Compose within 10 (B) CCSS.Math.Content.K.OA.A.3	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
6	Work with 10	7	Compose within 10 (C) CCSS.Math.Content.K.OA.A.3	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
6	Work with 10	8	Compose within 10 (D) CCSS.Math.Content.K.OA.A.4	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
6	Work with 10	9	Compose within 10 (E) CCSS.Math.Content.K.OA.A.4	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
6	Work with 10	10	Your Choice Day N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
6	Work with 10	11	Work with 10 Wrap-Up CCSS.Math.Content.K.MD.B.3	Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
7	Numbers Through 100	1	Count to 20 (A) CCSS.Math.Content.K.CC.A.3	Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

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7	Numbers Through 100	1	Count to 20 (A)	<p>CCSS.Math.Content.K.CC.B.4a</p> <p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>
7	Numbers Through 100	1	Count to 20 (A)	<p>CCSS.Math.Content.K.CC.B.4b</p> <p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>
7	Numbers Through 100	1	Count to 20 (A)	<p>CCSS.Math.Content.K.CC.B.4c</p> <p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>Understand that each successive number name refers to a quantity that is one larger.</p>
7	Numbers Through 100	1	Count to 20 (A)	<p>CCSS.Math.Content.K.CC.B.5</p> <p>Count to tell the number of objects.</p> <p>Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.</p>
7	Numbers Through 100	2	Count to 20 (B)	<p>CCSS.ELA-Literacy.RF.K.1d</p> <p>Recognize and name all upper- and lowercase letters of the alphabet.</p>
7	Numbers Through 100	2	Count to 20 (B)	<p>CCSS.ELA-Literacy.RF.K.2a</p> <p>Recognize and produce rhyming words.</p>
7	Numbers Through 100	2	Count to 20 (B)	<p>CCSS.ELA-Literacy.RF.K.2b</p> <p>Count, pronounce, blend, and segment syllables in spoken words.</p>
7	Numbers Through 100	2	Count to 20 (B)	<p>CCSS.ELA-Literacy.RF.K.2d</p> <p>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p>
7	Numbers Through 100	2	Count to 20 (B)	<p>CCSS.Math.Content.K.CC.A.3</p> <p>Know number names and the count sequence.</p> <p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>
7	Numbers Through 100	2	Count to 20 (B)	<p>CCSS.Math.Content.K.CC.B.4a</p> <p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>

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7	Numbers Through 100	2	Count to 20 (B)	<p>CCSS.Math.Content.K.CC.B.4b</p> <p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>
7	Numbers Through 100	2	Count to 20 (B)	<p>CCSS.Math.Content.K.CC.B.4c</p> <p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>Understand that each successive number name refers to a quantity that is one larger.</p>
7	Numbers Through 100	2	Count to 20 (B)	<p>CCSS.Math.Content.K.CC.B.5</p> <p>Count to tell the number of objects.</p> <p>Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>
7	Numbers Through 100	3	Count to 20 (C)	<p>CCSS.Math.Content.K.CC.A.3</p> <p>Know number names and the count sequence.</p> <p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>
7	Numbers Through 100	3	Count to 20 (C)	<p>CCSS.Math.Content.K.CC.B.4a</p> <p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>
7	Numbers Through 100	3	Count to 20 (C)	<p>CCSS.Math.Content.K.CC.B.4b</p> <p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>
7	Numbers Through 100	3	Count to 20 (C)	<p>CCSS.Math.Content.K.CC.B.4c</p> <p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>Understand that each successive number name refers to a quantity that is one larger.</p>

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7	Numbers Through 100	3	Count to 20 (C)	<p>CCSS.Math.Content.K.CC.B.5</p> <p>Count to tell the number of objects.</p> <p>Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.</p>
7	Numbers Through 100	3	Count to 20 (C)	<p>CCSS.Math.Content.K.G.A.1</p> <p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p>
7	Numbers Through 100	4	Count to 20 (D)	<p>CCSS.Math.Content.K.CC.A.3</p> <p>Know number names and the count sequence.</p> <p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>
7	Numbers Through 100	4	Count to 20 (D)	<p>CCSS.Math.Content.K.CC.B.4a</p> <p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>
7	Numbers Through 100	4	Count to 20 (D)	<p>CCSS.Math.Content.K.CC.B.4b</p> <p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>
7	Numbers Through 100	4	Count to 20 (D)	<p>CCSS.Math.Content.K.CC.B.4c</p> <p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>Understand that each successive number name refers to a quantity that is one larger.</p>
7	Numbers Through 100	4	Count to 20 (D)	<p>CCSS.Math.Content.K.CC.B.5</p> <p>Count to tell the number of objects.</p> <p>Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.</p>

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7	Numbers Through 100	5	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
7	Numbers Through 100	6	Compose to 20 (A)	CCSS.Math.Content.K.G.A.1	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
7	Numbers Through 100	6	Compose to 20 (A)	CCSS.Math.Content.K.NBT.A.1	Work with numbers 11—19 to gain foundations for place value. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
7	Numbers Through 100	7	Compose to 20 (B)	CCSS.Math.Content.K.CC.B.5	Count to tell the number of objects. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.
7	Numbers Through 100	7	Compose to 20 (B)	CCSS.Math.Content.K.NBT.A.1	Work with numbers 11—19 to gain foundations for place value. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
7	Numbers Through 100	8	Compose to 20 (C)	CCSS.Math.Content.K.NBT.A.1	Work with numbers 11—19 to gain foundations for place value. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
7	Numbers Through 100	9	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
7	Numbers Through 100	10	Count to 100 (A)	CCSS.Math.Content.K.CC.A.1	Know number names and the count sequence. Count to 100 by ones and by tens.

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7	Numbers Through 100	10	Count to 100 (A)	<p>CCSS.Math.Content.K.CC.B.5</p> <p>Count to tell the number of objects.</p> <p>Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.</p>
7	Numbers Through 100	11	Count to 100 (B)	<p>CCSS.Math.Content.K.CC.A.2</p> <p>Know number names and the count sequence.</p> <p>Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>
7	Numbers Through 100	11	Count to 100 (B)	<p>CCSS.Math.Content.K.CC.B.4c</p> <p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>Understand that each successive number name refers to a quantity that is one larger.</p>
7	Numbers Through 100	12	Count to 100 (C)	<p>CCSS.Math.Content.K.CC.A.1</p> <p>Know number names and the count sequence.</p> <p>Count to 100 by ones and by tens.</p>
7	Numbers Through 100	12	Count to 100 (C)	<p>CCSS.Math.Content.K.CC.A.2</p> <p>Know number names and the count sequence.</p> <p>Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>
7	Numbers Through 100	12	Count to 100 (C)	<p>CCSS.Math.Content.K.CC.B.4c</p> <p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>Understand that each successive number name refers to a quantity that is one larger.</p>
7	Numbers Through 100	13	Your Choice Day	<p>N/A</p> <p>Students can use this lesson time to do any of the following.</p> <p>Catch up on work from earlier lessons.</p> <p>Practice in the Stride Skills Arcade.</p> <p>Practice Math Facts.</p> <p>Read a book.</p>
7	Numbers Through 100	14	Numbers Through 100 Wrap-Up	<p>CCSS.Math.Content.K.CC.A.1</p> <p>Know number names and the count sequence.</p> <p>Count to 100 by ones and by tens.</p>
7	Numbers Through 100	14	Numbers Through 100 Wrap-Up	<p>CCSS.Math.Content.K.CC.A.2</p> <p>Know number names and the count sequence.</p> <p>Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>
7	Numbers Through 100	14	Numbers Through 100 Wrap-Up	<p>CCSS.Math.Content.K.CC.A.3</p> <p>Know number names and the count sequence.</p> <p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>

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7	Numbers Through 100	14	Numbers Through 100 Wrap-Up	<p>CCSS.Math.Content.K.CC.B.4a</p> <p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>
7	Numbers Through 100	14	Numbers Through 100 Wrap-Up	<p>CCSS.Math.Content.K.CC.B.4b</p> <p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>
7	Numbers Through 100	14	Numbers Through 100 Wrap-Up	<p>CCSS.Math.Content.K.CC.B.4c</p> <p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>Understand that each successive number name refers to a quantity that is one larger.</p>
7	Numbers Through 100	14	Numbers Through 100 Wrap-Up	<p>CCSS.Math.Content.K.CC.B.5</p> <p>Count to tell the number of objects.</p> <p>Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.</p>
7	Numbers Through 100	14	Numbers Through 100 Wrap-Up	<p>CCSS.Math.Content.K.NBT.A.1</p> <p>Work with numbers 11—19 to gain foundations for place value.</p> <p>Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>
8	Mid-Year Project	1	Math K Mid-Year Project (A)	<p>CCSS.Math.Content.K.CC.B.4a</p> <p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>

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8	Mid-Year Project	2	Math K Mid-Year Project (B)	<p>CCSS.Math.Content.K.CC.B.4a</p> <p>Count to tell the number of objects.</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>
9	Add within 5	1	Put Together within 5 (A)	<p>CCSS.Math.Content.K.OA.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>
9	Add within 5	1	Put Together within 5 (A)	<p>CCSS.Math.Content.K.OA.A.2</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>
9	Add within 5	2	Put Together within 5 (B)	<p>CCSS.ELA-Literacy.RF.K.1d</p> <p>Recognize and name all upper- and lowercase letters of the alphabet.</p>
9	Add within 5	2	Put Together within 5 (B)	<p>CCSS.ELA-Literacy.RF.K.2a</p> <p>Recognize and produce rhyming words.</p>
9	Add within 5	2	Put Together within 5 (B)	<p>CCSS.ELA-Literacy.RF.K.2b</p> <p>Count, pronounce, blend, and segment syllables in spoken words.</p>
9	Add within 5	2	Put Together within 5 (B)	<p>CCSS.ELA-Literacy.RF.K.2d</p> <p>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p>
9	Add within 5	2	Put Together within 5 (B)	<p>CCSS.Math.Content.K.OA.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>
9	Add within 5	2	Put Together within 5 (B)	<p>CCSS.Math.Content.K.OA.A.2</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>
9	Add within 5	3	Put Together within 5 (C)	<p>CCSS.Math.Content.K.OA.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>
9	Add within 5	3	Put Together within 5 (C)	<p>CCSS.Math.Content.K.OA.A.2</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>

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9	Add within 5	4	Put Together within 5 (D)	CCSS.Math.Content.K.MD.B.3	Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
9	Add within 5	4	Put Together within 5 (D)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
9	Add within 5	4	Put Together within 5 (D)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
9	Add within 5	5	Put Together within 5 (E)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
9	Add within 5	5	Put Together within 5 (E)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
9	Add within 5	6	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
9	Add within 5	7	Add To within 5 (A)	CCSS.Math.Content.K.MD.B.3	Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
9	Add within 5	7	Add To within 5 (A)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
9	Add within 5	7	Add To within 5 (A)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

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9	Add within 5	8	Add To within 5 (B)	CCSS.Math.Content.K. CC.B.5	Count to tell the number of objects. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.
9	Add within 5	8	Add To within 5 (B)	CCSS.Math.Content.K. OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
9	Add within 5	8	Add To within 5 (B)	CCSS.Math.Content.K. OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
9	Add within 5	9	Add To within 5 (C)	CCSS.Math.Content.K. CC.B.5	Count to tell the number of objects. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.
9	Add within 5	9	Add To within 5 (C)	CCSS.Math.Content.K. OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
9	Add within 5	9	Add To within 5 (C)	CCSS.Math.Content.K. OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
9	Add within 5	10	Add To within 5 (D)	CCSS.Math.Content.K. OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
9	Add within 5	10	Add To within 5 (D)	CCSS.Math.Content.K. OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

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9	Add within 5	11	Add To within 5 (E)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
9	Add within 5	11	Add To within 5 (E)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
9	Add within 5	12	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
9	Add within 5	13	Addition Story Problems within 5 (A)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
9	Add within 5	14	Addition Story Problems within 5 (B)	CCSS.ELA-Literacy.RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
9	Add within 5	14	Addition Story Problems within 5 (B)	CCSS.ELA-Literacy.RF.K.2a	Recognize and produce rhyming words.
9	Add within 5	14	Addition Story Problems within 5 (B)	CCSS.ELA-Literacy.RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
9	Add within 5	14	Addition Story Problems within 5 (B)	CCSS.ELA-Literacy.RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
9	Add within 5	14	Addition Story Problems within 5 (B)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
9	Add within 5	14	Addition Story Problems within 5 (B)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
9	Add within 5	14	Addition Story Problems within 5 (B)	CCSS.Math.Content.K.OA.A.5	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.
9	Add within 5	14	Addition Story Problems within 5 (B)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
9	Add within 5	14	Addition Story Problems within 5 (B)	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.

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9	Add within 5	14	Addition Story Problems within 5 (A)	CCSS.Math.Practice.MP6	Attend to precision.
9	Add within 5	14	Addition Story Problems within 5 (B)	CCSS.Math.Practice.MP7	Look for and make use of structure.
9	Add within 5	15	Addition Story Problems within 5 (C)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
9	Add within 5	16	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
9	Add within 5	17	Add within 5 Wrap-Up	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
9	Add within 5	17	Add within 5 Wrap-Up	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
10	Subtract within 5	1	Take Apart within 5 (A)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
10	Subtract within 5	1	Take Apart within 5 (A)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
10	Subtract within 5	1	Take Apart within 5 (A)	CCSS.Math.Content.K.OA.A.5	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.
10	Subtract within 5	2	Take Apart within 5 (B)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

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10	Subtract within 5	2	Take Apart within 5 (B)	<p>CCSS.Math.Content.K.OA.A.2</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>
10	Subtract within 5	3	Take Apart within 5 (C)	<p>CCSS.Math.Content.K.OA.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>
10	Subtract within 5	3	Take Apart within 5 (C)	<p>CCSS.Math.Content.K.OA.A.2</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>
10	Subtract within 5	4	Take Apart within 5 (D)	<p>CCSS.Math.Content.K.OA.A.1</p> <p>Know number names and the count sequence.</p> <p>Count to 100 by ones and by tens.</p>
10	Subtract within 5	4	Take Apart within 5 (D)	<p>CCSS.Math.Content.K.OA.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>
10	Subtract within 5	4	Take Apart within 5 (D)	<p>CCSS.Math.Content.K.OA.A.2</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>
10	Subtract within 5	5	Take Apart within 5 (E)	<p>CCSS.Math.Content.K.OA.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>
10	Subtract within 5	5	Take Apart within 5 (E)	<p>CCSS.Math.Content.K.OA.A.2</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>
10	Subtract within 5	6	Your Choice Day	<p>N/A</p> <p>Students can use this lesson time to do any of the following.</p> <p>Catch up on work from earlier lessons.</p> <p>Practice in the Stride Skills Arcade.</p> <p>Practice Math Facts.</p> <p>Read a book.</p>
10	Subtract within 5	7	Take From within 5 (A)	<p>CCSS.Math.Content.K.OA.A.1</p> <p>Know number names and the count sequence.</p> <p>Count to 100 by ones and by tens.</p>

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10	Subtract within 5	7	Take From within 5 (A)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
10	Subtract within 5	7	Take From within 5 (A)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
10	Subtract within 5	8	Take From within 5 (B)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
10	Subtract within 5	8	Take From within 5 (B)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
10	Subtract within 5	9	Take From within 5 (C)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
10	Subtract within 5	9	Take From within 5 (C)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
10	Subtract within 5	10	Take From within 5 (D)	CCSS.ELA-Literacy.RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
10	Subtract within 5	10	Take From within 5 (D)	CCSS.ELA-Literacy.RF.K.2a	Recognize and produce rhyming words.
10	Subtract within 5	10	Take From within 5 (D)	CCSS.ELA-Literacy.RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
10	Subtract within 5	10	Take From within 5 (D)	CCSS.ELA-Literacy.RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
10	Subtract within 5	10	Take From within 5 (D)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

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10	Subtract within 5	10	Take From within 5 (D)	<p>CCSS.Math.Content.K.OA.A.2</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>
10	Subtract within 5	11	Your Choice Day	<p>N/A</p> <p>Students can use this lesson time to do any of the following.</p> <p>Catch up on work from earlier lessons.</p> <p>Practice in the Stride Skills Arcade.</p> <p>Practice Math Facts.</p> <p>Read a book.</p>
10	Subtract within 5	12	Subtraction Story Problems within 5 (A)	<p>CCSS.Math.Content.K.OA.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>
10	Subtract within 5	12	Subtraction Story Problems within 5 (A)	<p>CCSS.Math.Content.K.OA.A.2</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>
10	Subtract within 5	12	Subtraction Story Problems within 5 (A)	<p>CCSS.Math.Content.K.OA.A.5</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Fluently add and subtract within 5.</p>
10	Subtract within 5	12	Subtraction Story Problems within 5 (A)	<p>CCSS.Math.Practice.MP1</p> <p>Make sense of problems and persevere in solving them.</p>
10	Subtract within 5	12	Subtraction Story Problems within 5 (A)	<p>CCSS.Math.Practice.MP2</p> <p>Reason abstractly and quantitatively.</p>
10	Subtract within 5	12	Subtraction Story Problems within 5 (A)	<p>CCSS.Math.Practice.MP6</p> <p>Attend to precision.</p>
10	Subtract within 5	12	Subtraction Story Problems within 5 (A)	<p>CCSS.Math.Practice.MP7</p> <p>Look for and make use of structure.</p>
10	Subtract within 5	13	Subtraction Story Problems within 5 (B)	<p>CCSS.Math.Content.K.OA.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>
10	Subtract within 5	13	Subtraction Story Problems within 5 (B)	<p>CCSS.Math.Content.K.OA.A.2</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>
10	Subtract within 5	13	Subtraction Story Problems within 5 (B)	<p>CCSS.Math.Content.K.OA.A.5</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Fluently add and subtract within 5.</p>

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10	Subtract within 5	14	Subtraction Story Problems within 5 (C)	<p>CCSS.Math.Content.K.OA.A.2</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>
10	Subtract within 5	15	Your Choice Day	<p>N/A</p> <p>Students can use this lesson time to do any of the following.</p> <p>Catch up on work from earlier lessons.</p> <p>Practice in the Stride Skills Arcade.</p> <p>Practice Math Facts.</p> <p>Read a book.</p>
10	Subtract within 5	16	Subtract within 5 Wrap-Up	<p>CCSS.Math.Content.K.OA.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>
10	Subtract within 5	16	Subtract within 5 Wrap-Up	<p>CCSS.Math.Content.K.OA.A.2</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>
11	Measurable Attributes	1	Attributes (A)	<p>CCSS.Math.Content.K.G.A.1</p> <p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p>
11	Measurable Attributes	1	Attributes (A)	<p>CCSS.Math.Content.K.MD.A.2</p> <p>Describe and compare measurable attributes.</p> <p>Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.</p>
11	Measurable Attributes	2	Attributes (B)	<p>CCSS.Math.Content.K.G.A.1</p> <p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p>
11	Measurable Attributes	2	Attributes (B)	<p>CCSS.Math.Content.K.MD.A.1</p> <p>Describe and compare measurable attributes.</p> <p>Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>
11	Measurable Attributes	2	Attributes (B)	<p>CCSS.Math.Content.K.MD.A.2</p> <p>Describe and compare measurable attributes.</p> <p>Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.</p>

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11	Measurable Attributes	3	Attributes (C)	CCSS.Math.Content.K.CC.A.1	Know number names and the count sequence. Count to 100 by ones and by tens.
11	Measurable Attributes	3	Attributes (C)	CCSS.Math.Content.K.MD.A.2	Describe and compare measurable attributes. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
11	Measurable Attributes	3	Attributes (C)	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
11	Measurable Attributes	4	Attributes (D)	CCSS.Math.Content.K.CC.A.1	Know number names and the count sequence. Count to 100 by ones and by tens.
11	Measurable Attributes	4	Attributes (D)	CCSS.Math.Content.K.MD.A.1	Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
11	Measurable Attributes	5	Attributes (E)	CCSS.Math.Content.K.MD.A.1	Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
11	Measurable Attributes	5	Attributes (E)	CCSS.Math.Content.K.MD.A.2	Describe and compare measurable attributes. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
11	Measurable Attributes	6	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
11	Measurable Attributes	7	More Attributes (A)	CCSS.Math.Content.K.MD.A.1	Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
11	Measurable Attributes	7	More Attributes (A)	CCSS.Math.Content.K.MD.A.2	Describe and compare measurable attributes. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
11	Measurable Attributes	8	More Attributes (B)	CCSS.ELA-Literacy.RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
11	Measurable Attributes	8	More Attributes (B)	CCSS.ELA-Literacy.RF.K.2a	Recognize and produce rhyming words.
11	Measurable Attributes	8	More Attributes (B)	CCSS.ELA-Literacy.RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
11	Measurable Attributes	8	More Attributes (B)	CCSS.ELA-Literacy.RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

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11	Measurable Attributes	8	More Attributes (B)	CCSS.Math.Content.K.MD.A.1	Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
11	Measurable Attributes	8	More Attributes (B)	CCSS.Math.Content.K.MD.A.2	Describe and compare measurable attributes. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
11	Measurable Attributes	9	More Attributes (C)	CCSS.Math.Content.K.MD.A.1	Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
11	Measurable Attributes	9	More Attributes (C)	CCSS.Math.Content.K.OA.A.5	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.
11	Measurable Attributes	10	More Attributes (D)	CCSS.Math.Content.K.MD.A.1	Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
11	Measurable Attributes	10	More Attributes (D)	CCSS.Math.Content.K.MD.A.2	Describe and compare measurable attributes. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
11	Measurable Attributes	11	Measurable Attributes Wrap-Up	CCSS.Math.Content.K.MD.A.1	Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
11	Measurable Attributes	11	Measurable Attributes Wrap-Up	CCSS.Math.Content.K.MD.A.2	Describe and compare measurable attributes. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
12	Add within 10	1	Put Together within 10 (A)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
12	Add within 10	1	Put Together within 10 (A)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
12	Add within 10	1	Put Together within 10 (A)	CCSS.Math.Content.K.OA.A.5	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.

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12	Add within 10	2	Put Together within 10 (B)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
12	Add within 10	2	Put Together within 10 (B)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
12	Add within 10	3	Put Together within 10 (C)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
12	Add within 10	3	Put Together within 10 (C)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
12	Add within 10	4	Put Together within 10 (D)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
12	Add within 10	4	Put Together within 10 (D)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
12	Add within 10	5	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
12	Add within 10	6	Add To within 10 (A)	CCSS.Math.Content.K.CC.A.1	Know number names and the count sequence. Count to 100 by ones and by tens.
12	Add within 10	6	Add To within 10 (A)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

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12	Add within 10	6	Add To within 10 (A)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
12	Add within 10	7	Add To within 10 (B)	CCSS.Math.Content.K.CC.A.1	Know number names and the count sequence. Count to 100 by ones and by tens.
12	Add within 10	7	Add To within 10 (B)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
12	Add within 10	7	Add To within 10 (B)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
12	Add within 10	8	Add To within 10 (C)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
12	Add within 10	8	Add To within 10 (C)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
12	Add within 10	9	Add To within 10 (D)	CCSS.ELA-Literacy.RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
12	Add within 10	9	Add To within 10 (D)	CCSS.ELA-Literacy.RF.K.2a	Recognize and produce rhyming words.
12	Add within 10	9	Add To within 10 (D)	CCSS.ELA-Literacy.RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
12	Add within 10	9	Add To within 10 (D)	CCSS.ELA-Literacy.RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
12	Add within 10	9	Add To within 10 (D)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
12	Add within 10	9	Add To within 10 (D)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

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12	Add within 10	10	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
12	Add within 10	11	Addition Story Problems within 10 (A)	CCSS.Math.Content.K.OA.A.2 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
12	Add within 10	11	Addition Story Problems within 10 (A)	CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.
12	Add within 10	12	Addition Story Problems within 10 (B)	CCSS.Math.Content.K.OA.A.2 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
12	Add within 10	12	Addition Story Problems within 10 (B)	CCSS.Math.Content.K.OA.A.5 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.
12	Add within 10	12	Addition Story Problems within 10 (B)	CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.
12	Add within 10	13	Addition Story Problems within 10 (C)	CCSS.Math.Content.K.OA.A.2 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
12	Add within 10	14	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
12	Add within 10	15	Add within 10 Wrap-Up	CCSS.Math.Content.K.OA.A.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
12	Add within 10	15	Add within 10 Wrap-Up	CCSS.Math.Content.K.OA.A.2 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

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13	Subtract within 10	1	Take Apart within 10 (A)	<p>CCSS.Math.Content.K.OA.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>
13	Subtract within 10	1	Take Apart within 10 (A)	<p>CCSS.Math.Content.K.OA.A.2</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>
13	Subtract within 10	1	Take Apart within 10 (A)	<p>CCSS.Math.Content.K.OA.A.5</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Fluently add and subtract within 5.</p>
13	Subtract within 10	2	Take Apart within 10 (B)	<p>CCSS.Math.Content.K.MD.B.3</p> <p>Classify objects and count the number of objects in each category.</p> <p>Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>
13	Subtract within 10	2	Take Apart within 10 (B)	<p>CCSS.Math.Content.K.OA.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>
13	Subtract within 10	2	Take Apart within 10 (B)	<p>CCSS.Math.Content.K.OA.A.2</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>
13	Subtract within 10	3	Take Apart within 10 (C)	<p>CCSS.Math.Content.K.G.A.3</p> <p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p>
13	Subtract within 10	3	Take Apart within 10 (C)	<p>CCSS.Math.Content.K.MD.B.3</p> <p>Classify objects and count the number of objects in each category.</p> <p>Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>
13	Subtract within 10	3	Take Apart within 10 (C)	<p>CCSS.Math.Content.K.OA.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>
13	Subtract within 10	3	Take Apart within 10 (C)	<p>CCSS.Math.Content.K.OA.A.2</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>

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13	Subtract within 10	4	Take Apart within 10 (D)	<p>CCSS.Math.Content.K.OA.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>
13	Subtract within 10	4	Take Apart within 10 (D)	<p>CCSS.Math.Content.K.OA.A.2</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>
13	Subtract within 10	5	Your Choice Day	<p>N/A</p> <p>Students can use this lesson time to do any of the following.</p> <p>Catch up on work from earlier lessons.</p> <p>Practice in the Stride Skills Arcade.</p> <p>Practice Math Facts.</p> <p>Read a book.</p>
13	Subtract within 10	6	Take From within 10 (A)	<p>CCSS.Math.Content.K.CC.A.1</p> <p>Know number names and the count sequence.</p> <p>Count to 100 by ones and by tens.</p>
13	Subtract within 10	6	Take From within 10 (A)	<p>CCSS.Math.Content.K.OA.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>
13	Subtract within 10	6	Take From within 10 (A)	<p>CCSS.Math.Content.K.OA.A.2</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>
13	Subtract within 10	7	Take From within 10 (B)	<p>CCSS.Math.Content.K.CC.A.1</p> <p>Know number names and the count sequence.</p> <p>Count to 100 by ones and by tens.</p>
13	Subtract within 10	7	Take From within 10 (B)	<p>CCSS.Math.Content.K.OA.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>
13	Subtract within 10	7	Take From within 10 (B)	<p>CCSS.Math.Content.K.OA.A.2</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>
13	Subtract within 10	8	Take From within 10 (C)	<p>CCSS.ELA-Literacy.RF.K.1d</p> <p>Recognize and name all upper- and lowercase letters of the alphabet.</p>
13	Subtract within 10	8	Take From within 10 (C)	<p>CCSS.ELA-Literacy.RF.K.2a</p> <p>Recognize and produce rhyming words.</p>

13	Subtract within 10	8	Take From within 10 (A)	CCSS.ELA-Literacy.RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
13	Subtract within 10	8	Take From within 10 (C)	CCSS.ELA-Literacy.RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
13	Subtract within 10	8	Take From within 10 (C)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
13	Subtract within 10	8	Take From within 10 (C)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
13	Subtract within 10	9	Take From within 10 (D)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
13	Subtract within 10	9	Take From within 10 (D)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
13	Subtract within 10	10	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
13	Subtract within 10	11	Subtraction Story Problems within 10 (A)	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
13	Subtract within 10	11	Subtraction Story Problems within 10 (A)	CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
13	Subtract within 10	11	Subtraction Story Problems within 10 (A)	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.

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13	Subtract within 10	12	Subtraction Story Problems within 10 (B) CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
13	Subtract within 10	12	Subtraction Story Problems within 10 (B) CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
13	Subtract within 10	12	Subtraction Story Problems within 10 (B) CCSS.Math.Content.K.OA.A.5	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.
13	Subtract within 10	12	Subtraction Story Problems within 10 (B) CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
13	Subtract within 10	13	Subtraction Story Problems within 10 (C) CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
13	Subtract within 10	14	Your Choice Day N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
13	Subtract within 10	15	Subtract within 10 Wrap-Up CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
13	Subtract within 10	15	Subtract within 10 Wrap-Up CCSS.Math.Content.K.OA.A.2	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
14	Shapes and Solids	1	Describe Shapes and Solids (A) CCSS.Math.Content.K.G.B.4	Analyze, compare, create, and compose shapes. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
14	Shapes and Solids	1	Describe Shapes and Solids (A) CCSS.Math.Content.K.OA.A.5	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.

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14	Shapes and Solids	2	Describe Shapes and Solids (B)	CCSS.Math.Content.K.G.B.4	Analyze, compare, create, and compose shapes. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
14	Shapes and Solids	3	Describe Shapes and Solids (C)	CCSS.Math.Content.K.G.B.4	Analyze, compare, create, and compose shapes. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
14	Shapes and Solids	4	Describe Shapes and Solids (D)	CCSS.Math.Content.K.G.B.4	Analyze, compare, create, and compose shapes. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
14	Shapes and Solids	5	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
14	Shapes and Solids	6	More Shapes and Solids (A)	CCSS.Math.Content.K.CC.A.1	Know number names and the count sequence. Count to 100 by ones and by tens.
14	Shapes and Solids	6	More Shapes and Solids (A)	CCSS.Math.Content.K.G.B.4	Analyze, compare, create, and compose shapes. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
14	Shapes and Solids	7	More Shapes and Solids (B)	CCSS.ELA-Literacy.RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
14	Shapes and Solids	7	More Shapes and Solids (B)	CCSS.ELA-Literacy.RF.K.2a	Recognize and produce rhyming words.
14	Shapes and Solids	7	More Shapes and Solids (B)	CCSS.ELA-Literacy.RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
14	Shapes and Solids	7	More Shapes and Solids (B)	CCSS.ELA-Literacy.RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
14	Shapes and Solids	7	More Shapes and Solids (B)	CCSS.Math.Content.K.CC.A.1	Know number names and the count sequence. Count to 100 by ones and by tens.

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14	Shapes and Solids	7	More Shapes and Solids (B)	CCSS.Math.Content.K.MD.B.3	Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
14	Shapes and Solids	8	More Shapes and Solids (C)	CCSS.Math.Content.K.G.B.4	Analyze, compare, create, and compose shapes. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
14	Shapes and Solids	8	More Shapes and Solids (C)	CCSS.Math.Content.K.MD.B.3	Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
14	Shapes and Solids	9	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
14	Shapes and Solids	10	Make Shapes and Solids (A)	CCSS.Math.Content.K.G.B.5	Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
14	Shapes and Solids	10	Make Shapes and Solids (A)	CCSS.Math.Practice.MP4	Model with mathematics.
14	Shapes and Solids	10	Make Shapes and Solids (A)	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
14	Shapes and Solids	11	Make Shapes and Solids (B)	CCSS.Math.Content.K.G.B.5	Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
14	Shapes and Solids	11	Make Shapes and Solids (B)	CCSS.Math.Practice.MP4	Model with mathematics.
14	Shapes and Solids	11	Make Shapes and Solids (B)	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
14	Shapes and Solids	12	Make Shapes and Solids (C)	CCSS.Math.Content.K.G.B.6	Analyze, compare, create, and compose shapes. Compose simple shapes to form larger shapes.
14	Shapes and Solids	12	Make Shapes and Solids (C)	CCSS.Math.Content.K.OA.A.5	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.
14	Shapes and Solids	13	Make Shapes and Solids (D)	CCSS.Math.Content.K.G.B.5	Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

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14	Shapes and Solids	13	Make Shapes and Solids (B)	CCSS.Math.Content.K.G.B.6	Analyze, compare, create, and compose shapes. Compose simple shapes to form larger shapes.
14	Shapes and Solids	14	Shapes and Solids Wrap-Up	CCSS.Math.Content.K.G.B.4	Analyze, compare, create, and compose shapes. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
14	Shapes and Solids	14	Shapes and Solids Wrap-Up	CCSS.Math.Content.K.G.B.5	Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
14	Shapes and Solids	14	Shapes and Solids Wrap-Up	CCSS.Math.Content.K.G.B.6	Analyze, compare, create, and compose shapes. Compose simple shapes to form larger shapes.
14	Shapes and Solids	14	Shapes and Solids Wrap-Up	CCSS.Math.Content.K.MD.B.3	Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
15	End-of-Year Project	1	Math K End-of-Year Project (A)	CCSS.Math.Content.K.G.B.5	Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
15	End-of-Year Project	2	Math K End-of-Year Project (B)	CCSS.Math.Content.K.G.B.5	Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
16	Resources	1	Math Around You	CCSS.Math.Content.K.CC.B.5	Count to tell the number of objects. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.
16	Resources	1	Math Around You	CCSS.Math.Content.K.G.A.1	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
16	Resources	1	Math Around You	CCSS.Math.Content.K.G.A.2	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Correctly name shapes regardless of their orientations or overall size.
16	Resources	2	More Math Around You	CCSS.Math.Content.K.G.A.3	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

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16	Resources	2	More Math Around You CCSS.Math.Content.K.MD.B.3	Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
16	Resources	3	Numbers Through 5 CCSS.Math.Content.K.CC.A.1	Know number names and the count sequence. Count to 100 by ones and by tens.
16	Resources	3	Numbers Through 5 CCSS.Math.Content.K.CC.B.4b	Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
16	Resources	3	Numbers Through 5 CCSS.Math.Content.K.CC.B.5	Count to tell the number of objects. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.
16	Resources	3	Numbers Through 5 CCSS.Math.Content.K.CC.C.6	Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
16	Resources	4	Work with 5 CCSS.Math.Content.K.CC.A.1	Know number names and the count sequence. Count to 100 by ones and by tens.
16	Resources	4	Work with 5 CCSS.Math.Content.K.CC.C.6	Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
16	Resources	4	Work with 5 CCSS.Math.Content.K.NBT.A.1	Work with numbers 11—19 to gain foundations for place value. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
16	Resources	4	Work with 5 CCSS.Math.Content.K.OA.A.3	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
16	Resources	5	Numbers Through 10 CCSS.Math.Content.K.CC.A.1	Know number names and the count sequence. Count to 100 by ones and by tens.

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16	Resources	5	Numbers Through 10	CCSS.Math.Content.K.CC.A.3	Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
16	Resources	5	Numbers Through 10	CCSS.Math.Content.K.CC.B.4c	Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that each successive number name refers to a quantity that is one larger.
16	Resources	5	Numbers Through 10	CCSS.Math.Content.K.CC.B.5	Count to tell the number of objects. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.
16	Resources	5	Numbers Through 10	CCSS.Math.Content.K.CC.C.7	Compare numbers. Compare two numbers between 1 and 10 presented as written numerals.
16	Resources	6	Work with 10	CCSS.Math.Content.K.CC.B.5	Count to tell the number of objects. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.
16	Resources	6	Work with 10	CCSS.Math.Content.K.MD.B.3	Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
16	Resources	6	Work with 10	CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
16	Resources	6	Work with 10	CCSS.Math.Content.K.OA.A.3	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
16	Resources	7	Numbers Through 100	CCSS.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

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16	Resources	7	Numbers Through 100	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
16	Resources	7	Numbers Through 100	CCSS.Math.Content.K.CC.A.1 Know number names and the count sequence. Count to 100 by ones and by tens.
16	Resources	7	Numbers Through 100	CCSS.Math.Content.K.CC.A.2 Know number names and the count sequence. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
16	Resources	7	Numbers Through 100	CCSS.Math.Content.K.CC.B.4c Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that each successive number name refers to a quantity that is one larger.
16	Resources	7	Numbers Through 100	CCSS.Math.Content.K.CC.B.5 Count to tell the number of objects. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.
16	Resources	7	Numbers Through 100	CCSS.Math.Content.K.NBT.A.1 Work with numbers 11—19 to gain foundations for place value. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
16	Resources	8	Mid-Year Project	CCSS.Math.Content.1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.
16	Resources	8	Mid-Year Project	CCSS.Math.Content.1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
16	Resources	8	Mid-Year Project	CCSS.Math.Content.K.CC.A.1 Know number names and the count sequence. Count to 100 by ones and by tens.
16	Resources	8	Mid-Year Project	CCSS.Math.Content.K.CC.A.2 Know number names and the count sequence. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

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16	Resources	8	Mid-Year Project	<p>Count to tell the number of objects.</p> <p>CCSS.Math.Content.K.CC.B.4c</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>Understand that each successive number name refers to a quantity that is one larger.</p>
16	Resources	9	Add within 5	<p>CCSS.Math.Content.1.OA.C.6</p> <p>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>
16	Resources	9	Add within 5	<p>CCSS.Math.Content.K.OA.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>
16	Resources	10	Subtract within 5	<p>CCSS.Math.Content.1.OA.C.6</p> <p>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>
16	Resources	10	Subtract within 5	<p>CCSS.Math.Content.K.CC.A.1</p> <p>Know number names and the count sequence.</p> <p>Count to 100 by ones and by tens.</p>
16	Resources	10	Subtract within 5	<p>CCSS.Math.Content.K.CC.C.6</p> <p>Compare numbers.</p> <p>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p>
16	Resources	10	Subtract within 5	<p>CCSS.Math.Content.K.OA.A.1</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>
16	Resources	11	Measurable Attributes	<p>CCSS.Math.Content.1.MD.A.1</p> <p>Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>
16	Resources	11	Measurable Attributes	<p>CCSS.Math.Content.K.MD.A.1</p> <p>Describe and compare measurable attributes.</p> <p>Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>

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16	Resources	11	Measurable Attributes CCSS.Math.Content.K.MD.A.2	Describe and compare measurable attributes. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
16	Resources	12	Add within 10 CCSS.Math.Content.K.CC.A.1	Know number names and the count sequence. Count to 100 by ones and by tens.
16	Resources	12	Add within 10 CCSS.Math.Content.K.CC.C.6	Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
16	Resources	12	Add within 10 CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
16	Resources	13	Subtract within 10 CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
16	Resources	13	Subtract within 10 CCSS.Math.Content.K.OA.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
16	Resources	14	Shapes and Solids CCSS.Math.Content.K.CC.B.5	Count to tell the number of objects. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1—20, count out that many objects.
16	Resources	14	Shapes and Solids CCSS.Math.Content.K.G.A.1	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
16	Resources	14	Shapes and Solids CCSS.Math.Content.K.G.A.2	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Correctly name shapes regardless of their orientations or overall size.

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16	Resources	14	Shapes and Solids	CCSS.Math.Content.K.G.A.3	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
16	Resources	14	Shapes and Solids	CCSS.Math.Content.K.G.B.4	Analyze, compare, create, and compose shapes. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
16	Resources	14	Shapes and Solids	CCSS.Math.Content.K.G.B.5	Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
16	Resources	15	End-of-Year Project	CCSS.Math.Content.1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
16	Resources	15	End-of-Year Project	CCSS.Math.Content.K.G.B.5	Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Numbers and Counting	1	Introduction to Math 1	N/A	Students are introduced to the Math 1 course.
1	Numbers and Counting	2	Numbers to 120 (A)	CCSS.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1	Numbers and Counting	2	Numbers to 120 (A)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7 + 1 = 8$).
1	Numbers and Counting	3	Numbers to 120 (B)	CCSS.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1	Numbers and Counting	4	Numbers to 120 (C)	CCSS.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1	Numbers and Counting	4	Numbers to 120 (C)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7 + 1 = 8$).
1	Numbers and Counting	5	Numbers to 120 (D)	CCSS.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1	Numbers and Counting	6	Numbers to 120 (E)	CCSS.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1	Numbers and Counting	7	Counting Money (A)	CCSS.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1	Numbers and Counting	7	Counting Money (A)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7 + 1 = 8$).
1	Numbers and Counting	8	Counting Money (B)	CCSS.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1	Numbers and Counting	9	Counting Money (C)	CCSS.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

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1	Numbers and Counting	9	Counting Money (C)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
1	Numbers and Counting	10	Counting Money (D)	CCSS.Math.Content.1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1	Numbers and Counting	11	Counting Money (E)	CCSS.Math.Content.1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1	Numbers and Counting	12	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
1	Numbers and Counting	13	Numbers and Counting Wrap-Up	CCSS.Math.Content.1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
2	Data	1	Data Graphs (A)	CCSS.Math.Content.1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
2	Data	1	Data Graphs (A)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
2	Data	2	Data Graphs (B)	CCSS.Math.Content.1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
2	Data	2	Data Graphs (B)	CCSS.Math.Practice.MP.1 Make sense of problems and persevere in solving them.
2	Data	2	Data Graphs (B)	CCSS.Math.Practice.MP.2 Reason abstractly and quantitatively.
2	Data	2	Data Graphs (B)	CCSS.Math.Practice.MP.4 Model with mathematics.
2	Data	2	Data Graphs (B)	CCSS.Math.Practice.MP.5 Use appropriate tools strategically.
2	Data	2	Data Graphs (B)	CCSS.Math.Practice.MP.6 Attend to precision.
2	Data	2	Data Graphs (B)	CCSS.Math.Practice.MP.8 Look for and express regularity in repeated reasoning.

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2	Data	3	Data Graphs (C)	CCSS.Math.Content.1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
2	Data	3	Data Graphs (C)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7 + 1 = 8$).
2	Data	4	Data Graphs (D)	CCSS.Math.Content.1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
2	Data	5	Data Graphs (E)	CCSS.Math.Content.1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
2	Data	5	Data Graphs (E)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7 + 1 = 8$).
2	Data	6	Data Graphs (F)	CCSS.Math.Content.1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
2	Data	7	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
2	Data	8	Data Questions (A)	CCSS.Math.Content.1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
2	Data	8	Data Questions (A)	CCSS.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
2	Data	8	Data Questions (A)	CCSS.Math.Practice.MP.1	Make sense of problems and persevere in solving them.
2	Data	8	Data Questions (A)	CCSS.Math.Practice.MP.2	Reason abstractly and quantitatively.
2	Data	8	Data Questions (A)	CCSS.Math.Practice.MP.3	Construct viable arguments and critique the reasoning of others.

2	Data	8	Data Questions (A)	CCSS.Math.Practice.MP 4	Model with mathematics.
2	Data	8	Data Questions (A)	CCSS.Math.Practice.MP 5	Use appropriate tools strategically.
2	Data	8	Data Questions (A)	CCSS.Math.Practice.MP 6	Attend to precision.
2	Data	8	Data Questions (A)	CCSS.Math.Practice.MP 8	Look for and express regularity in repeated reasoning.
2	Data	9	Data Questions (B)	CCSS.Math.Content.1. MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
2	Data	9	Data Questions (B)	CCSS.Math.Content.1. OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
2	Data	10	Data Questions (C)	CCSS.Math.Content.1. MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
2	Data	11	Data Questions (D)	CCSS.Math.Content.1. MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
2	Data	11	Data Questions (D)	CCSS.Math.Content.1. OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
2	Data	12	Data Questions (E)	CCSS.Math.Content.1. MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
2	Data	13	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
2	Data	14	Data Wrap-Up	CCSS.Math.Content.1. MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
3	Add and Subtract within 10	1	Add within 10 (A)	CCSS.Math.Content.1. OA.B.3	Apply properties of operations as strategies to add and subtract.

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3	Add and Subtract within 10	1	Add within 10 (A)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
3	Add and Subtract within 10	2	Add within 10 (B)	CCSS.Math.Content.1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
3	Add and Subtract within 10	2	Add within 10 (B)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
3	Add and Subtract within 10	3	Add within 10 (C)	CCSS.Math.Content.1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
3	Add and Subtract within 10	3	Add within 10 (C)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
3	Add and Subtract within 10	4	Add within 10 (D)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
3	Add and Subtract within 10	5	Add within 10 (E)	CCSS.Math.Content.1.OA.B.3 Apply properties of operations as strategies to add and subtract.
3	Add and Subtract within 10	5	Add within 10 (E)	CCSS.Math.Content.1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
3	Add and Subtract within 10	5	Add within 10 (E)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
3	Add and Subtract within 10	6	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.

3	Add and Subtract within 10	7	Subtract within 10 (A)	CCSS.Math.Content.1.OA.B.3	Apply properties of operations as strategies to add and subtract.
3	Add and Subtract within 10	7	Subtract within 10 (A)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7$, then $7 + 6 = 13$).
3	Add and Subtract within 10	8	Subtract within 10 (B)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7$, then $7 + 6 = 13$).
3	Add and Subtract within 10	9	Subtract within 10 (C)	CCSS.Math.Content.1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
3	Add and Subtract within 10	9	Subtract within 10 (C)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7$, then $7 + 6 = 13$).
3	Add and Subtract within 10	10	Subtract within 10 (D)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7$, then $7 + 6 = 13$).
3	Add and Subtract within 10	11	Subtract within 10 (E)	CCSS.Math.Content.1.OA.B.3	Apply properties of operations as strategies to add and subtract.
3	Add and Subtract within 10	11	Subtract within 10 (E)	CCSS.Math.Content.1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
3	Add and Subtract within 10	11	Subtract within 10 (E)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7$, then $7 + 6 = 13$).
3	Add and Subtract within 10	12	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.

3	Add and Subtract within 10	13	Fact Families within 10 (A)	CCSS.Math.Content.1.OA.B.4	Understand subtraction as an unknown-addend problem.
3	Add and Subtract within 10	13	Fact Families within 10 (A)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7 + 6 = 13$).
3	Add and Subtract within 10	14	Fact Families within 10 (B)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7 + 6 = 13$).
3	Add and Subtract within 10	15	Fact Families within 10 (C)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7 + 6 = 13$).
3	Add and Subtract within 10	16	Fact Families within 10 (D)	CCSS.Math.Content.1.OA.B.4	Understand subtraction as an unknown-addend problem.
3	Add and Subtract within 10	16	Fact Families within 10 (D)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7 + 6 = 13$).
3	Add and Subtract within 10	17	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
3	Add and Subtract within 10	18	Add and Subtract within 10 Wrap-Up	CCSS.Math.Content.1.OA.B.4	Understand subtraction as an unknown-addend problem.
3	Add and Subtract within 10	18	Add and Subtract within 10 Wrap-Up	CCSS.Math.Content.1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
3	Add and Subtract within 10	18	Add and Subtract within 10 Wrap-Up	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7 + 6 = 13$).

4	Length and Time	1	Work with Length (A)	CCSS.Math.Content.1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
4	Length and Time	1	Work with Length (A)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7 + 6 = 13$).
4	Length and Time	2	Work with Length (B)	CCSS.Math.Content.1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
4	Length and Time	3	Work with Length (C)	CCSS.Math.Content.1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
4	Length and Time	3	Work with Length (C)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7 + 6 = 13$).
4	Length and Time	3	Work with Length (C)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
4	Length and Time	3	Work with Length (C)	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
4	Length and Time	3	Work with Length (C)	CCSS.Math.Practice.MP4	Model with mathematics.
4	Length and Time	3	Work with Length (C)	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
4	Length and Time	3	Work with Length (C)	CCSS.Math.Practice.MP6	Attend to precision.
4	Length and Time	4	Work with Length (D)	CCSS.Math.Content.1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
4	Length and Time	4	Work with Length (D)	CCSS.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
4	Length and Time	5	Work with Length (E)	CCSS.Math.Content.1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
4	Length and Time	5	Work with Length (E)	CCSS.Math.Content.1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

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4	Length and Time	6	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
4	Length and Time	7	Tell Time (A)	CCSS.Math.Content.1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.
4	Length and Time	7	Tell Time (A)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
4	Length and Time	8	Tell Time (B)	CCSS.Math.Content.1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.
4	Length and Time	9	Tell Time (C)	CCSS.Math.Content.1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.
4	Length and Time	9	Tell Time (C)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
4	Length and Time	10	Tell Time (D)	CCSS.Math.Content.1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.
4	Length and Time	11	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
4	Length and Time	12	Length and Time Wrap-Up	CCSS.Math.Content.1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
4	Length and Time	12	Length and Time Wrap-Up	CCSS.Math.Content.1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
4	Length and Time	12	Length and Time Wrap-Up	CCSS.Math.Content.1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.
5	Add and Subtract within 20	1	Addition Strategies (A)	CCSS.Math.Content.1.OA.B.3	Apply properties of operations as strategies to add and subtract.

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5	Add and Subtract within 20	1	Addition Strategies (A)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
5	Add and Subtract within 20	2	Addition Strategies (B)	CCSS.Math.Content.1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
5	Add and Subtract within 20	2	Addition Strategies (B)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
5	Add and Subtract within 20	3	Addition Strategies (C)	CCSS.Math.Content.1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
5	Add and Subtract within 20	3	Addition Strategies (C)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
5	Add and Subtract within 20	4	Addition Strategies (D)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
5	Add and Subtract within 20	5	Addition Strategies (E)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
5	Add and Subtract within 20	5	Addition Strategies (E)	CCSS.Math.Practice.MP.3 Construct viable arguments and critique the reasoning of others.
5	Add and Subtract within 20	6	Addition Strategies (F)	CCSS.Math.Content.1.OA.B.3 Apply properties of operations as strategies to add and subtract.
5	Add and Subtract within 20	6	Addition Strategies (F)	CCSS.Math.Content.1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

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5	Add and Subtract within 20	6	Addition Strategies (F) CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
5	Add and Subtract within 20	7	Your Choice Day N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
5	Add and Subtract within 20	8	Subtraction Strategies (A) CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
5	Add and Subtract within 20	9	Subtraction Strategies (B) CCSS.Math.Content.1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
5	Add and Subtract within 20	9	Subtraction Strategies (B) CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
5	Add and Subtract within 20	10	Subtraction Strategies (C) CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
5	Add and Subtract within 20	11	Subtraction Strategies (D) CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
5	Add and Subtract within 20	12	Subtraction Strategies (E) CCSS.Math.Content.1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

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5	Add and Subtract within 20	12	Subtraction Strategies (E)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
5	Add and Subtract within 20	13	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
5	Add and Subtract within 20	14	Fact Families within 20 (A)	CCSS.Math.Content.1.OA.B.4 Understand subtraction as an unknown-addend problem.
5	Add and Subtract within 20	14	Fact Families within 20 (A)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
5	Add and Subtract within 20	15	Fact Families within 20 (B)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
5	Add and Subtract within 20	16	Fact Families within 20 (C)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
5	Add and Subtract within 20	17	Fact Families within 20 (D)	CCSS.Math.Content.1.OA.B.4 Understand subtraction as an unknown-addend problem.
5	Add and Subtract within 20	17	Fact Families within 20 (D)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

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5	Add and Subtract within 20	18	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
5	Add and Subtract within 20	19	Add and Subtract within 20 Wrap-Up	CCSS.Math.Content.1.OA.B.3	Apply properties of operations as strategies to add and subtract.
5	Add and Subtract within 20	19	Add and Subtract within 20 Wrap-Up	CCSS.Math.Content.1.OA.B.4	Understand subtraction as an unknown-addend problem.
5	Add and Subtract within 20	19	Add and Subtract within 20 Wrap-Up	CCSS.Math.Content.1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
5	Add and Subtract within 20	19	Add and Subtract within 20 Wrap-Up	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
6	Equations	1	Understand an Equation (A)	CCSS.Math.Content.1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
6	Equations	2	Understand an Equation (B)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
6	Equations	2	Understand an Equation (B)	CCSS.Math.Content.1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
6	Equations	2	Understand an Equation (B)	CCSS.Math.Practice.MP.3	Construct viable arguments and critique the reasoning of others.
6	Equations	3	Understand an Equation (C)	CCSS.Math.Content.1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
6	Equations	4	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
6	Equations	5	Complete an Equation (A)	CCSS.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
6	Equations	6	Complete an Equation (B)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

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6	Equations	6	Complete an Equation (B)	CCSS.Math.Content.1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
6	Equations	7	Complete an Equation (C)	CCSS.Math.Content.1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.
6	Equations	8	Complete an Equation (D)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
6	Equations	8	Complete an Equation (D)	CCSS.Math.Content.1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
6	Equations	9	Complete an Equation (E)	CCSS.Math.Content.1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
6	Equations	10	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
6	Equations	11	Equations Wrap-Up	CCSS.Math.Content.1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
6	Equations	11	Equations Wrap-Up	CCSS.Math.Content.1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
7	Mid-Year Project	1	Math 1 Mid-Year Project (A)	CCSS.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
7	Mid-Year Project	1	Math 1 Mid-Year Project (A)	CCSS.Math.Practice.MP.1	Make sense of problems and persevere in solving them.
7	Mid-Year Project	1	Math 1 Mid-Year Project (A)	CCSS.Math.Practice.MP.2	Reason abstractly and quantitatively.
7	Mid-Year Project	1	Math 1 Mid-Year Project (A)	CCSS.Math.Practice.MP.4	Model with mathematics.
7	Mid-Year Project	1	Math 1 Mid-Year Project (A)	CCSS.Math.Practice.MP.5	Use appropriate tools strategically.
7	Mid-Year Project	1	Math 1 Mid-Year Project (A)	CCSS.Math.Practice.MP.6	Attend to precision.
7	Mid-Year Project	1	Math 1 Mid-Year Project (A)	CCSS.Math.Practice.MP.7	Look for and make use of structure.
7	Mid-Year Project	1	Math 1 Mid-Year Project (A)	CCSS.Math.Practice.MP.8	Look for and express regularity in repeated reasoning.
7	Mid-Year Project	2	Math 1 Mid-Year Project (B)	CCSS.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
7	Mid-Year Project	2	Math 1 Mid-Year Project (B)	CCSS.Math.Practice.MP.1	Make sense of problems and persevere in solving them.
7	Mid-Year Project	2	Math 1 Mid-Year Project (B)	CCSS.Math.Practice.MP.2	Reason abstractly and quantitatively.

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7	Mid-Year Project	2	Math 1 Mid-Year Project (A)	CCSS.Math.Practice.MP 4	Model with mathematics.
7	Mid-Year Project	2	Math 1 Mid-Year Project (B)	CCSS.Math.Practice.MP 5	Use appropriate tools strategically.
7	Mid-Year Project	2	Math 1 Mid-Year Project (B)	CCSS.Math.Practice.MP 6	Attend to precision.
7	Mid-Year Project	2	Math 1 Mid-Year Project (B)	CCSS.Math.Practice.MP 7	Look for and make use of structure.
7	Mid-Year Project	2	Math 1 Mid-Year Project (B)	CCSS.Math.Practice.MP 8	Look for and express regularity in repeated reasoning.
7	Mid-Year Project	3	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
8	Combine Story Problems	1	Find the Total (A)	CCSS.Math.Content.1. OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
8	Combine Story Problems	1	Find the Total (A)	CCSS.Math.Practice.MP 7	Look for and make use of structure.
8	Combine Story Problems	2	Find the Total (B)	CCSS.Math.Content.1. OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
8	Combine Story Problems	2	Find the Total (B)	CCSS.Math.Content.1. OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7$, $7 + 1 = 8$, $8 + 1 = 9$, $9 + 1 = 10$, $10 + 1 = 11$, $11 + 1 = 12$, $12 + 1 = 13$).
8	Combine Story Problems	2	Find the Total (B)	CCSS.Math.Practice.MP 3	Construct viable arguments and critique the reasoning of others.
8	Combine Story Problems	3	Find the Total (C)	CCSS.Math.Content.1. OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
8	Combine Story Problems	3	Find the Total (C)	CCSS.Math.Content.1. OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

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8	Combine Story Problems	4	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
8	Combine Story Problems	5	Find One Part (A)	CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
8	Combine Story Problems	6	Find One Part (B)	CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
8	Combine Story Problems	6	Find One Part (B)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7 + 1 = 8$).
8	Combine Story Problems	6	Find One Part (B)	CCSS.Math.Practice.MP.3	Construct viable arguments and critique the reasoning of others.
8	Combine Story Problems	7	Find One Part (C)	CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
8	Combine Story Problems	8	Find One Part (D)	CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
8	Combine Story Problems	9	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
8	Combine Story Problems	10	Find Both Parts (A)	CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

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8	Combine Story Problems	10	Find Both Parts (A)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
8	Combine Story Problems	11	Find Both Parts (B)	CCSS.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
8	Combine Story Problems	12	Find Both Parts (C)	CCSS.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
8	Combine Story Problems	13	Combine Story Problems Wrap-Up	CCSS.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
8	Combine Story Problems	13	Combine Story Problems Wrap-Up	CCSS.Math.Content.1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
9	Change Story Problems	1	Find the Result (A)	CCSS.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
9	Change Story Problems	1	Find the Result (A)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
9	Change Story Problems	2	Find the Result (B)	CCSS.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
9	Change Story Problems	3	Find the Result (C)	CCSS.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

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9	Change Story Problems	4	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
9	Change Story Problems	5	Find the Change (A)	CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
9	Change Story Problems	5	Find the Change (A)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
9	Change Story Problems	6	Find the Change (B)	CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
9	Change Story Problems	7	Find the Change (C)	CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
9	Change Story Problems	7	Find the Change (C)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
9	Change Story Problems	8	Find the Change (D)	CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
9	Change Story Problems	9	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.

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9	Change Story Problems	10	Find the Start (A) CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
9	Change Story Problems	10	Find the Start (A) CCSS.Math.Practice.MP7	Look for and make use of structure.
9	Change Story Problems	11	Find the Start (B) CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
9	Change Story Problems	11	Find the Start (B) CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
9	Change Story Problems	12	Find the Start (C) CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
9	Change Story Problems	13	Find the Start (D) CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
9	Change Story Problems	14	Change Story Problems Wrap-Up CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
9	Change Story Problems	14	Change Story Problems Wrap-Up CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
10	Compare Story Problems	1	Find the Difference (A) CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
10	Compare Story Problems	1	Find the Difference (A) CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
10	Compare Story Problems	1	Find the Difference (A) CCSS.Math.Practice.MP7	Look for and make use of structure.

10	Compare Story Problems	2	Find the Difference (A)	CCSS.Math.Content.1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.
10	Compare Story Problems	2	Find the Difference (B)	CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
10	Compare Story Problems	2	Find the Difference (B)	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
10	Compare Story Problems	3	Find the Difference (C)	CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
10	Compare Story Problems	4	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
10	Compare Story Problems	5	Find the Bigger or Smaller (A)	CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
10	Compare Story Problems	5	Find the Bigger or Smaller (A)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7$ and $7 + 7 = 13$).
10	Compare Story Problems	5	Find the Bigger or Smaller (A)	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
10	Compare Story Problems	6	Find the Bigger or Smaller (B)	CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
10	Compare Story Problems	7	Find the Bigger or Smaller (C)	CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
10	Compare Story Problems	8	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.

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10	Compare Story Problems	9	Compare Story Problems Wrap-Up	CCSS.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
11	Shapes	1	Shape Attributes (A)	CCSS.Math.Content.1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
11	Shapes	1	Shape Attributes (A)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7 + 1 = 8$).
11	Shapes	2	Shape Attributes (B)	CCSS.Math.Content.1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
11	Shapes	2	Shapes Attributes (B)	CCSS.Math.Practice.MP.1 Make sense of problems and persevere in solving them.
11	Shapes	2	Shapes Attributes (B)	CCSS.Math.Practice.MP.4 Model with mathematics.
11	Shapes	2	Shapes Attributes (B)	CCSS.Math.Practice.MP.5 Use appropriate tools strategically.
11	Shapes	2	Shapes Attributes (B)	CCSS.Math.Practice.MP.6 Attend to precision.
11	Shapes	2	Shapes Attributes (B)	CCSS.Math.Practice.MP.8 Look for and express regularity in repeated reasoning.
11	Shapes	3	Shape Attributes (C)	CCSS.Math.Content.1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
11	Shapes	3	Shape Attributes (C)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7 + 1 = 8$).
11	Shapes	4	Shape Attributes (D)	CCSS.Math.Content.1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
11	Shapes	5	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.

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11	Shapes	6	Put Shapes Together (A) CCSS.Math.Content.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
11	Shapes	7	Put Shapes Together (B) CCSS.Math.Content.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
11	Shapes	7	Put Shapes Together (B) CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7$ then $7 + 1 = 8$).
11	Shapes	8	Put Shapes Together (C) CCSS.Math.Content.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
11	Shapes	9	Put Shapes Together (D) CCSS.Math.Content.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
11	Shapes	9	Put Shapes Together (D) CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7$ then $7 + 1 = 8$).
11	Shapes	10	Put Shapes Together (E) CCSS.Math.Content.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
11	Shapes	11	Your Choice Day N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
11	Shapes	12	Divide Shapes (A) CCSS.Math.Content.1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

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11	Shapes	13	Divide Shapes (B) CCSS.Math.Content.1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
11	Shapes	13	Divide Shapes (B) CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
11	Shapes	14	Divide Shapes (C) CCSS.Math.Content.1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
11	Shapes	15	Shapes Wrap-Up CCSS.Math.Content.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
11	Shapes	15	Shapes Wrap-Up CCSS.Math.Content.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
11	Shapes	15	Shapes Wrap-Up CCSS.Math.Content.1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
12	Place Value	1	Tens and Ones (A) CCSS.Math.Content.1.NBT.B.2a	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a "ten."
12	Place Value	1	Tens and Ones (A) CCSS.Math.Content.1.NBT.B.2b	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
12	Place Value	2	Tens and Ones (B) CCSS.Math.Content.1.NBT.B.2c	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

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12	Place Value	2	Tens and Ones (B)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
12	Place Value	3	Tens and Ones (C)	CCSS.Math.Content.1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
12	Place Value	4	Tens and Ones (D)	CCSS.Math.Content.1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
12	Place Value	4	Tens and Ones (D)	CCSS.Math.Content.1.NBT.B.2b Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
12	Place Value	4	Tens and Ones (D)	CCSS.Math.Content.1.NBT.B.2c Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
12	Place Value	5	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
12	Place Value	6	Compare Numbers (A)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
12	Place Value	7	Compare Numbers (B)	CCSS.Math.Content.1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
12	Place Value	8	Compare Numbers (C)	CCSS.Math.Content.1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
12	Place Value	8	Compare Numbers (C)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

12	Place Value	9	Compare Numbers	CCSS.Math.Content.1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.
12	Place Value	10	Compare Numbers (E)	CCSS.Math.Content.1.NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
12	Place Value	11	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
12	Place Value	12	Ten More or Less (A)	CCSS.Math.Content.1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
12	Place Value	12	Ten More or Less (A)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
12	Place Value	13	Ten More or Less (B)	CCSS.Math.Content.1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
12	Place Value	14	Ten More or Less (C)	CCSS.Math.Content.1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
12	Place Value	14	Ten More or Less (C)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
12	Place Value	15	Ten More or Less (D)	CCSS.Math.Content.1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
12	Place Value	16	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
12	Place Value	17	Place Value Wrap-Up	CCSS.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
12	Place Value	17	Place Value Wrap-Up	CCSS.Math.Content.1.NBT.B.2a	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a "ten."

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12	Place Value	17	Place Value Wrap-Up	<p>CCSS.Math.Content.1.NBT.B.2b</p> <p>Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p>
12	Place Value	17	Place Value Wrap-Up	<p>CCSS.Math.Content.1.NBT.B.2c</p> <p>Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p>
13	Add and Subtract Larger Numbers	1	Add Multiples of Ten (A)	<p>CCSS.Math.Content.1.NBT.C.4</p> <p>Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>
13	Add and Subtract Larger Numbers	2	Add Multiples of Ten (B)	<p>CCSS.Math.Content.1.NBT.C.4</p> <p>Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>
13	Add and Subtract Larger Numbers	2	Add Multiples of Ten (B)	<p>CCSS.Math.Content.1.OA.C.6</p> <p>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7$ and $7 + 0 = 7$).</p>
13	Add and Subtract Larger Numbers	3	Add Multiples of Ten (C)	<p>CCSS.Math.Content.1.NBT.C.4</p> <p>Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>
13	Add and Subtract Larger Numbers	4	Add Multiples of Ten (D)	<p>CCSS.Math.Content.1.NBT.C.4</p> <p>Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>

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13	Add and Subtract Larger Numbers	5	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
13	Add and Subtract Larger Numbers	6	Subtract Multiples of Ten (A)	CCSS.Math.Content.1.NBT.C.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
13	Add and Subtract Larger Numbers	6	Subtract Multiples of Ten (A)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
13	Add and Subtract Larger Numbers	7	Subtract Multiples of Ten (B)	CCSS.Math.Content.1.NBT.C.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
13	Add and Subtract Larger Numbers	8	Subtract Multiples of Ten (C)	CCSS.Math.Content.1.NBT.C.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
13	Add and Subtract Larger Numbers	9	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
13	Add and Subtract Larger Numbers	10	Add to a Two-Digit Number (A)	CCSS.Math.Content.1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
13	Add and Subtract Larger Numbers	10	Add to a Two-Digit Number (A)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

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13	Add and Subtract Larger Numbers	11	Add to a Two-Digit Number (B)	CCSS.Math.Content.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
13	Add and Subtract Larger Numbers	12	Add to a Two-Digit Number (C)	CCSS.Math.Content.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
13	Add and Subtract Larger Numbers	12	Add to a Two-Digit Number (C)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 + 1 = 12 + 1 = 13$).
13	Add and Subtract Larger Numbers	13	Add to a Two-Digit Number (D)	CCSS.Math.Content.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
13	Add and Subtract Larger Numbers	14	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
13	Add and Subtract Larger Numbers	15	Add Two-Digit Numbers (A)	CCSS.Math.Content.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

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13	Add and Subtract Larger Numbers	16	Add Two-Digit Numbers (B)	CCSS.Math.Content.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
13	Add and Subtract Larger Numbers	16	Add Two-Digit Numbers (B)	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 7 + 1 = 8$).
13	Add and Subtract Larger Numbers	17	Add Two-Digit Numbers (C)	CCSS.Math.Content.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
13	Add and Subtract Larger Numbers	18	Add Two-Digit Numbers (D)	CCSS.Math.Content.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
13	Add and Subtract Larger Numbers	19	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
13	Add and Subtract Larger Numbers	20	Add and Subtract Larger Numbers Wrap-Up	CCSS.Math.Content.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
13	Add and Subtract Larger Numbers	20	Add and Subtract Larger Numbers Wrap-Up	CCSS.Math.Content.1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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14	End-of-Year Project	1	Math 1 End-of-Year Project (A)	CCSS.Math.Content.1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
14	End-of-Year Project	1	Math 1 End-of-Year Project (A)	CCSS.Math.Practice.MP.1 Make sense of problems and persevere in solving them.
14	End-of-Year Project	1	Math 1 End-of-Year Project (A)	CCSS.Math.Practice.MP.2 Reason abstractly and quantitatively.
14	End-of-Year Project	1	Math 1 End-of-Year Project (A)	CCSS.Math.Practice.MP.4 Model with mathematics.
14	End-of-Year Project	1	Math 1 End-of-Year Project (A)	CCSS.Math.Practice.MP.5 Use appropriate tools strategically.
14	End-of-Year Project	1	Math 1 End-of-Year Project (A)	CCSS.Math.Practice.MP.6 Attend to precision.
14	End-of-Year Project	1	Math 1 End-of-Year Project (A)	CCSS.Math.Practice.MP.7 Look for and make use of structure.
14	End-of-Year Project	1	Math 1 End-of-Year Project (A)	CCSS.Math.Practice.MP.8 Look for and express regularity in repeated reasoning.
14	End-of-Year Project	2	Math 1 End-of-Year Project (B)	CCSS.Math.Content.1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
14	End-of-Year Project	2	Math 1 End-of-Year Project (B)	CCSS.Math.Practice.MP.1 Make sense of problems and persevere in solving them.
14	End-of-Year Project	2	Math 1 End-of-Year Project (B)	CCSS.Math.Practice.MP.2 Reason abstractly and quantitatively.
14	End-of-Year Project	2	Math 1 End-of-Year Project (B)	CCSS.Math.Practice.MP.4 Model with mathematics.
14	End-of-Year Project	2	Math 1 End-of-Year Project (B)	CCSS.Math.Practice.MP.5 Use appropriate tools strategically.
14	End-of-Year Project	2	Math 1 End-of-Year Project (B)	CCSS.Math.Practice.MP.6 Attend to precision.
14	End-of-Year Project	2	Math 1 End-of-Year Project (B)	CCSS.Math.Practice.MP.7 Look for and make use of structure.
14	End-of-Year Project	2	Math 1 End-of-Year Project (B)	CCSS.Math.Practice.MP.8 Look for and express regularity in repeated reasoning.
15	Resources	1	Numbers and Counting	CCSS.Math.Content.1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
15	Resources	1	Numbers and Counting	CCSS.Math.Content.K.C.C.A.1 Count to 100 by ones and by tens.
15	Resources	1	Numbers and Counting	CCSS.Math.Content.K.C.C.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
15	Resources	1	Numbers and Counting	CCSS.Math.Content.K.C.C.B.4c Understand that each successive number name refers to a quantity that is one larger.
15	Resources	2	Data	CCSS.Math.Content.1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

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15	Resources	3	Add and Subtract Within 10	CCSS.Math.Content.1.OA.B.3 Apply properties of operations as strategies to add and subtract.
15	Resources	3	Add and Subtract Within 10	CCSS.Math.Content.1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
15	Resources	3	Add and Subtract Within 10	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
15	Resources	4	Length and Time	CCSS.Math.Content.1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
15	Resources	4	Length and Time	CCSS.Math.Content.1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
15	Resources	4	Length and Time	CCSS.Math.Content.1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.
15	Resources	5	Add and Subtract within 20	CCSS.Math.Content.1.OA.B.3 Apply properties of operations as strategies to add and subtract.
15	Resources	5	Add and Subtract within 20	CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
15	Resources	6	Equations	CCSS.Math.Content.1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
15	Resources	6	Equations	CCSS.Math.Content.1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
15	Resources	7	Mid-Year Project	CCSS.Math.Content.1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
15	Resources	7	Mid-Year Project	CCSS.Math.Content.K.C.C.A.1 Count to 100 by ones and by tens.
15	Resources	7	Mid-Year Project	CCSS.Math.Content.K.C.C.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
15	Resources	7	Mid-Year Project	CCSS.Math.Content.K.C.C.B.4c Understand that each successive number name refers to a quantity that is one larger.
15	Resources	8	Combine Story Problems	CCSS.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

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15	Resources	9	Change Story Problems CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
15	Resources	10	Compare Story Problems CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
15	Resources	11	Shapes CCSS.Math.Content.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
15	Resources	11	Shapes CCSS.Math.Content.1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
15	Resources	12	Place Value CCSS.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
15	Resources	12	Place Value CCSS.Math.Content.1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
15	Resources	12	Place Value CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 1 = 12 + 1 = 13$).
15	Resources	12	Place Value CCSS.Math.Content.K.C.C.A.1	Count to 100 by ones and by tens.
15	Resources	12	Place Value CCSS.Math.Content.K.C.C.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
15	Resources	12	Place Value CCSS.Math.Content.K.C.C.B.4c	Understand that each successive number name refers to a quantity that is one larger.
15	Resources	12	Place Value CCSS.Math.Practice.MP.4	Model with mathematics.
15	Resources	13	Add and Subtract Larger Numbers CCSS.Math.Content.1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

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15	Resources	13	Add and Subtract Larger Numbers	CCSS.Math.Content.1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
15	Resources	13	Add and Subtract Larger Numbers	CCSS.Math.Practice.MP.4 Model with mathematics.
15	Resources	14	End-of-Year Project	CCSS.Math.Content.1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.



Common Core State Standards: Mathematics Grade 2
Attachment 28 - ACAD
Compared to Math 2 Summit



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Numbers Through 500	1	Count and Represent Numbers (A)	CCSS.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1	Numbers Through 500	1	Count and Represent Numbers (A)	CCSS.Math.Content.2.NBT.A.2	Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.
1	Numbers Through 500	1	Count and Represent Numbers (A)	CCSS.Math.Content.2.NBT.A.3	Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
1	Numbers Through 500	2	Count and Represent Numbers (B)	CCSS.Math.Content.2.NBT.A.3	Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
1	Numbers Through 500	2	Count and Represent Numbers (B)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
1	Numbers Through 500	3	Count and Represent Numbers (C)	CCSS.Math.Content.2.NBT.A.3	Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
1	Numbers Through 500	3	Count and Represent Numbers (C)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
1	Numbers Through 500	4	Count and Represent Numbers (D)	CCSS.Math.Content.2.NBT.A.2	Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.
1	Numbers Through 500	4	Count and Represent Numbers (D)	CCSS.Math.Content.2.NBT.A.3	Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
1	Numbers Through 500	5	Place Value (A)	CCSS.Math.Content.1.NBT.B.2	Understand place value. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
1	Numbers Through 500	5	Place Value (A)	CCSS.Math.Content.2.NBT.A.1	Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

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1	Numbers Through 500	5	Place Value (A)	<p>CCSS.Math.Content.2.NBT.A.1a</p> <p>Understand place value.</p> <p>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>100 can be thought of as a bundle of ten tens — called a "hundred."</p>
1	Numbers Through 500	5	Place Value (A)	<p>CCSS.Math.Content.2.NBT.A.1b</p> <p>Understand place value.</p> <p>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>
1	Numbers Through 500	5	Place Value (A)	<p>CCSS.Math.Content.2.NBT.A.3</p> <p>Understand place value.</p> <p>Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>
1	Numbers Through 500	6	Place Value (B)	<p>CCSS.Math.Content.2.NBT.A.1a</p> <p>Understand place value.</p> <p>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>100 can be thought of as a bundle of ten tens — called a "hundred."</p>
1	Numbers Through 500	6	Place Value (B)	<p>CCSS.Math.Content.2.OA.B.2</p> <p>Understand place value.</p> <p>Add and subtract within 20.</p> <p>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
1	Numbers Through 500	7	Place Value (C)	<p>CCSS.Math.Content.2.NBT.A.1a</p> <p>Understand place value.</p> <p>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>100 can be thought of as a bundle of ten tens — called a "hundred."</p>
1	Numbers Through 500	7	Place Value (C)	<p>CCSS.Math.Content.2.OA.B.2</p> <p>Add and subtract within 20.</p> <p>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
1	Numbers Through 500	8	Place Value (D)	<p>CCSS.Math.Content.2.NBT.A.1</p> <p>Understand place value.</p> <p>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p>

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1	Numbers Through 500	8	Place Value (D)	<p>CCSS.Math.Content.2.NBT.A.1a</p> <p>Understand place value.</p> <p>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>100 can be thought of as a bundle of ten tens — called a "hundred."</p>
1	Numbers Through 500	8	Place Value (D)	<p>CCSS.Math.Content.2.NBT.A.1b</p> <p>Understand place value.</p> <p>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>
1	Numbers Through 500	8	Place Value (D)	<p>CCSS.Math.Content.2.NBT.A.3</p> <p>Understand place value.</p> <p>Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>
1	Numbers Through 500	9	Your Choice Day	<p>N/A</p> <p>Students can use this lesson time to do any of the following.</p> <p>Catch up on work from earlier lessons.</p> <p>Practice in the Stride Skills Arcade.</p> <p>Practice Math Facts.</p> <p>Read a book.</p>
1	Numbers Through 500	10	Compare and Order Numbers (A)	<p>CCSS.Math.Content.1.NBT.B.3</p> <p>Understand place value. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>
1	Numbers Through 500	10	Compare and Order Numbers (A)	<p>CCSS.Math.Content.2.NBT.A.4</p> <p>Understand place value.</p> <p>Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>
1	Numbers Through 500	11	Compare and Order Numbers (B)	<p>CCSS.Math.Content.2.NBT.A.4</p> <p>Understand place value.</p> <p>Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>
1	Numbers Through 500	11	Compare and Order Numbers (B)	<p>CCSS.Math.Content.2.OA.B.2</p> <p>Add and subtract within 20.</p> <p>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
1	Numbers Through 500	12	Compare and Order Numbers (C)	<p>CCSS.Math.Content.2.NBT.A.4</p> <p>Understand place value.</p> <p>Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>

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1	Numbers Through 500	12	Compare and Order Numbers (C)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
1	Numbers Through 500	13	Compare and Order Numbers (D)	CCSS.Math.Content.2.NBT.A.4	Understand place value. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
1	Numbers Through 500	14	Numbers Through 500 Wrap-Up	CCSS.Math.Content.2.NBT.A.1	Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
1	Numbers Through 500	14	Numbers Through 500 Wrap-Up	CCSS.Math.Content.2.NBT.A.1b	Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
1	Numbers Through 500	14	Numbers Through 500 Wrap-Up	CCSS.Math.Content.2.NBT.A.2	Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.
1	Numbers Through 500	14	Numbers Through 500 Wrap-Up	CCSS.Math.Content.2.NBT.A.3	Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
1	Numbers Through 500	14	Numbers Through 500 Wrap-Up	CCSS.Math.Content.2.NBT.A.4	Understand place value. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
2	Time and Money	1	Time (A)	CCSS.Math.Content.1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.
2	Time and Money	2	Time (B)	CCSS.Math.Content.2.MD.C.7	Work with time and money. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2	Time and Money	2	Time (B)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
2	Time and Money	2	Time (B)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
2	Time and Money	2	Time (B)	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.

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2	Time and Money	2	Time (B)	CCSS.Math.Practice.MP6	Attend to precision.
2	Time and Money	2	Time (B)	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
2	Time and Money	3	Time (C)	CCSS.Math.Content.2.MD.C.7	Work with time and money. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2	Time and Money	3	Time (C)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
2	Time and Money	3	Time (C)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
2	Time and Money	3	Time (C)	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
2	Time and Money	3	Time (C)	CCSS.Math.Practice.MP6	Attend to precision.
2	Time and Money	3	Time (C)	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
2	Time and Money	4	Time (D)	CCSS.Math.Content.2.MD.C.7	Work with time and money. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2	Time and Money	4	Time (D)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
2	Time and Money	4	Time (D)	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
2	Time and Money	4	Time (D)	CCSS.Math.Practice.MP6	Attend to precision.
2	Time and Money	4	Time (D)	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
2	Time and Money	5	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
2	Time and Money	6	Money (A)	CCSS.Math.Content.2.MD.C.8	Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
2	Time and Money	7	Money (B)	CCSS.Math.Content.2.MD.C.8	Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
2	Time and Money	7	Money (B)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

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2	Time and Money	8	Money (C)	CCSS.Math.Content.2.MD.C.8	Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
2	Time and Money	8	Money (C)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
2	Time and Money	8	Money (C)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
2	Time and Money	8	Money (C)	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
2	Time and Money	8	Money (C)	CCSS.Math.Practice.MP6	Attend to precision.
2	Time and Money	8	Money (C)	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
2	Time and Money	9	Money (D)	CCSS.Math.Content.2.MD.C.8	Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
2	Time and Money	9	Money (D)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
2	Time and Money	9	Money (D)	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
2	Time and Money	9	Money (D)	CCSS.Math.Practice.MP6	Attend to precision.
2	Time and Money	9	Money (D)	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
2	Time and Money	10	Time and Money Wrap-Up	CCSS.Math.Content.2.MD.C.7	Work with time and money. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2	Time and Money	10	Time and Money Wrap-Up	CCSS.Math.Content.2.MD.C.8	Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
2	Time and Money	10	Time and Money Wrap-Up	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
2	Time and Money	10	Time and Money Wrap-Up	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
2	Time and Money	10	Time and Money Wrap-Up	CCSS.Math.Practice.MP6	Attend to precision.
2	Time and Money	10	Time and Money Wrap-Up	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
3	Add and Subtract with Two Digits	1	Add Using Place Value (A)	CCSS.Math.Content.1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

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3	Add and Subtract with Two Digits	1	Add Using Place Value (A)	<p>CCSS.Math.Content.2.MD.B.6</p> <p>Relate addition and subtraction to length.</p> <p>Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p>
3	Add and Subtract with Two Digits	1	Add Using Place Value (A)	<p>CCSS.Math.Content.2.OA.B.2</p> <p>Add and subtract within 20.</p> <p>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
3	Add and Subtract with Two Digits	2	Add Using Place Value (B)	<p>CCSS.Math.Content.2.NBT.B.5</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
3	Add and Subtract with Two Digits	2	Add Using Place Value (B)	<p>CCSS.Math.Content.2.NBT.B.9</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p>Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>
3	Add and Subtract with Two Digits	2	Add Using Place Value (B)	<p>CCSS.Math.Content.2.OA.B.2</p> <p>Add and subtract within 20.</p> <p>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
3	Add and Subtract with Two Digits	3	Add Using Place Value (C)	<p>CCSS.Math.Content.2.NBT.B.5</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
3	Add and Subtract with Two Digits	3	Add Using Place Value (C)	<p>CCSS.Math.Content.2.NBT.B.9</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p>Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>
3	Add and Subtract with Two Digits	3	Add Using Place Value (C)	<p>CCSS.Math.Content.2.OA.B.2</p> <p>Add and subtract within 20.</p> <p>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
3	Add and Subtract with Two Digits	4	Add Using Place Value (D)	<p>CCSS.Math.Content.2.MD.B.6</p> <p>Relate addition and subtraction to length.</p> <p>Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p>

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3	Add and Subtract with Two Digits	4	Add Using Place Value (D)	CCSS.Math.Content.2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
3	Add and Subtract with Two Digits	4	Add Using Place Value (D)	CCSS.Math.Content.2.NBT.B.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations.
3	Add and Subtract with Two Digits	5	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
3	Add and Subtract with Two Digits	6	Subtract Using Place Value (A)	CCSS.Math.Content.1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
3	Add and Subtract with Two Digits	6	Subtract Using Place Value (A)	CCSS.Math.Content.2.MD.B.6 Relate addition and subtraction to length. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
3	Add and Subtract with Two Digits	6	Subtract Using Place Value (A)	CCSS.Math.Content.2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
3	Add and Subtract with Two Digits	6	Subtract Using Place Value (A)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
3	Add and Subtract with Two Digits	7	Subtract Using Place Value (B)	CCSS.Math.Content.2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
3	Add and Subtract with Two Digits	7	Subtract Using Place Value (B)	CCSS.Math.Content.2.NBT.B.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations.
3	Add and Subtract with Two Digits	7	Subtract Using Place Value (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

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3	Add and Subtract with Two Digits	8	Subtract Using Place Value (C)	CCSS.Math.Content.2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
3	Add and Subtract with Two Digits	8	Subtract Using Place Value (C)	CCSS.Math.Content.2.NBT.B.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations.
3	Add and Subtract with Two Digits	8	Subtract Using Place Value (C)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
3	Add and Subtract with Two Digits	9	Subtract Using Place Value (D)	CCSS.Math.Content.2.MD.B.6 Relate addition and subtraction to length. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
3	Add and Subtract with Two Digits	9	Subtract Using Place Value (D)	CCSS.Math.Content.2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
3	Add and Subtract with Two Digits	9	Subtract Using Place Value (D)	CCSS.Math.Content.2.NBT.B.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations.
3	Add and Subtract with Two Digits	10	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
3	Add and Subtract with Two Digits	11	Add and Subtract Using Properties (A)	CCSS.Math.Content.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

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3	Add and Subtract with Two Digits	11	Add and Subtract Using Properties (A)	CCSS.Math.Content.2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
3	Add and Subtract with Two Digits	12	Add and Subtract Using Properties (B)	CCSS.Math.Content.2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
3	Add and Subtract with Two Digits	12	Add and Subtract Using Properties (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
3	Add and Subtract with Two Digits	13	Add and Subtract Using Properties (C)	CCSS.Math.Content.2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
3	Add and Subtract with Two Digits	13	Add and Subtract Using Properties (C)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
3	Add and Subtract with Two Digits	14	Add and Subtract Using Properties (D)	CCSS.Math.Content.2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
3	Add and Subtract with Two Digits	14	Add and Subtract Using Properties (D)	CCSS.Math.Content.2.NBT.B.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations.
3	Add and Subtract with Two Digits	14	Add and Subtract Using Properties (D)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
3	Add and Subtract with Two Digits	15	Add and Subtract Using Properties (E)	CCSS.Math.Content.2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

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3	Add and Subtract with Two Digits	15	Add and Subtract Using Properties (E) CCSS.Math.Content.2.NBT.B.9	Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations.
3	Add and Subtract with Two Digits	16	Your Choice Day N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
3	Add and Subtract with Two Digits	17	Addition and Subtraction are Related (A) CCSS.Math.Content.1.OA.B.4	Understand subtraction as an unknown-addend problem.
3	Add and Subtract with Two Digits	17	Addition and Subtraction are Related (A) CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
3	Add and Subtract with Two Digits	17	Addition and Subtraction are Related (A) CCSS.Math.Content.2.NBT.B.5	Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
3	Add and Subtract with Two Digits	17	Addition and Subtraction Are Related (A) CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
3	Add and Subtract with Two Digits	18	Addition and Subtraction Are Related (B) CCSS.Math.Content.2.NBT.B.5	Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
3	Add and Subtract with Two Digits	18	Addition and Subtraction Are Related (B) CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
3	Add and Subtract with Two Digits	19	Addition and Subtraction Are Related (C) CCSS.Math.Content.2.MD.B.6	Relate addition and subtraction to length. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

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3	Add and Subtract with Two Digits	19	Addition and Subtraction Are Related (C)	CCSS.Math.Content.2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
3	Add and Subtract with Two Digits	19	Addition and Subtraction Are Related (C)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
3	Add and Subtract with Two Digits	20	Addition and Subtraction Are Related (D)	CCSS.Math.Content.2.MD.B.6 Relate addition and subtraction to length. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
3	Add and Subtract with Two Digits	20	Addition and Subtraction Are Related (D)	CCSS.Math.Content.2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
3	Add and Subtract with Two Digits	21	Add and Subtract with Two Digits Wrap-Up	CCSS.Math.Content.2.MD.B.6 Relate addition and subtraction to length. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
3	Add and Subtract with Two Digits	21	Add and Subtract with Two Digits Wrap-Up	CCSS.Math.Content.2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
3	Add and Subtract with Two Digits	21	Add and Subtract with Two Digits Wrap-Up	CCSS.Math.Content.2.NBT.B.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations.
4	Add More Than Two Numbers	1	Add Three Numbers (A)	CCSS.Math.Content.1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
4	Add More Than Two Numbers	1	Add Three Numbers (A)	CCSS.Math.Content.2.MD.B.6 Relate addition and subtraction to length. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

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4	Add More Than Two Numbers	1	Add Three Numbers (A)	CCSS.Math.Content.2.NBT.B.5	Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
4	Add More Than Two Numbers	2	Add Three Numbers (B)	CCSS.Math.Content.2.NBT.B.5	Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
4	Add More Than Two Numbers	2	Add Three Numbers (B)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
4	Add More Than Two Numbers	3	Add Three Numbers (C)	CCSS.Math.Content.2.NBT.B.5	Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
4	Add More Than Two Numbers	4	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
4	Add More Than Two Numbers	5	Add Four Numbers (A)	CCSS.Math.Content.1.OA.B.3	Apply properties of operations as strategies to add and subtract.
4	Add More Than Two Numbers	5	Add Four Numbers (A)	CCSS.Math.Content.2.NBT.B.5	Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
4	Add More Than Two Numbers	5	Add Four Numbers (A)	CCSS.Math.Content.2.NBT.B.6	Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.
4	Add More Than Two Numbers	6	Add Four Numbers (B)	CCSS.Math.Content.2.NBT.B.5	Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

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4	Add More Than Two Numbers	6	Add Four Numbers (B)	CCSS.Math.Content.2.NBT.B.6 Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.
4	Add More Than Two Numbers	6	Add Four Numbers (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
4	Add More Than Two Numbers	7	Add Four Numbers (C)	CCSS.Math.Content.2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
4	Add More Than Two Numbers	7	Add Four Numbers (C)	CCSS.Math.Content.2.NBT.B.6 Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.
4	Add More Than Two Numbers	8	Add More Than Two Numbers Wrap-Up	CCSS.Math.Content.2.MD.B.6 Relate addition and subtraction to length. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
4	Add More Than Two Numbers	8	Add More Than Two Numbers Wrap-Up	CCSS.Math.Content.2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
4	Add More Than Two Numbers	8	Add More Than Two Numbers Wrap-Up	CCSS.Math.Content.2.NBT.B.6 Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.
5	Working with Length	1	Inches (A)	CCSS.Math.Content.1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
5	Working with Length	1	Inches (A)	CCSS.Math.Content.2.MD.A.1 Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
5	Working with Length	2	Inches (B)	CCSS.Math.Content.2.MD.A.1 Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

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5	Working with Length	2	Inches (B)	CCSS.Math.Content.2.MD.A.3	Measure and estimate lengths in standard units. Estimate lengths using units of inches, feet, centimeters, and meters.
5	Working with Length	2	Inches (B)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
5	Working with Length	2	Inches (B)	CCSS.Math.Practice.MP6	Attend to precision.
5	Working with Length	2	Inches (B)	CCSS.Math.Practice.MP7	Look for and make use of structure.
5	Working with Length	2	Inches (B)	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
5	Working with Length	3	Inches (C)	CCSS.Math.Content.2.MD.A.1	Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
5	Working with Length	3	Inches (C)	CCSS.Math.Content.2.MD.A.3	Measure and estimate lengths in standard units. Estimate lengths using units of inches, feet, centimeters, and meters.
5	Working with Length	3	Inches (C)	CCSS.Math.Practice.MP6	Attend to precision.
5	Working with Length	3	Inches (C)	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
5	Working with Length	4	Centimeters (A)	CCSS.Math.Content.1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
5	Working with Length	4	Centimeters (A)	CCSS.Math.Content.2.MD.A.1	Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
5	Working with Length	5	Centimeters (B)	CCSS.Math.Content.2.MD.A.1	Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
5	Working with Length	5	Centimeters (B)	CCSS.Math.Content.2.MD.A.3	Measure and estimate lengths in standard units. Estimate lengths using units of inches, feet, centimeters, and meters.
5	Working with Length	5	Centimeters (B)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
5	Working with Length	5	Centimeters (B)	CCSS.Math.Practice.MP6	Attend to precision.
5	Working with Length	5	Centimeters (B)	CCSS.Math.Practice.MP7	Look for and make use of structure.
5	Working with Length	5	Centimeters (B)	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.

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5	Working with Length	6	Centimeters (C)	CCSS.Math.Content.2.MD.A.1 Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
5	Working with Length	6	Centimeters (C)	CCSS.Math.Content.2.MD.A.3 Measure and estimate lengths in standard units. Estimate lengths using units of inches, feet, centimeters, and meters.
5	Working with Length	6	Centimeters (C)	CCSS.Math.Practice.MP6 Attend to precision.
5	Working with Length	6	Centimeters (C)	CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.
5	Working with Length	7	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
5	Working with Length	8	Length with Larger Objects (A)	CCSS.Math.Content.1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
5	Working with Length	8	Length with Larger Objects (A)	CCSS.Math.Content.2.MD.A.1 Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
5	Working with Length	9	Length with Larger Objects (B)	CCSS.Math.Content.2.MD.A.1 Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
5	Working with Length	9	Length with Larger Objects (B)	CCSS.Math.Content.2.MD.A.3 Measure and estimate lengths in standard units. Estimate lengths using units of inches, feet, centimeters, and meters.
5	Working with Length	9	Length with Larger Objects (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
5	Working with Length	9	Length with Larger Objects (B)	CCSS.Math.Practice.MP6 Attend to precision.
5	Working with Length	9	Length with Larger Objects (B)	CCSS.Math.Practice.MP7 Look for and make use of structure.
5	Working with Length	9	Length with Larger Objects (B)	CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.
5	Working with Length	10	Length with Larger Objects (C)	CCSS.Math.Content.2.MD.A.1 Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
5	Working with Length	10	Length with Larger Objects (C)	CCSS.Math.Content.2.MD.A.3 Measure and estimate lengths in standard units. Estimate lengths using units of inches, feet, centimeters, and meters.

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5	Working with Length	10	Length with Larger Objects (C)	CCSS.Math.Practice.MP6	Attend to precision.
5	Working with Length	10	Length with Larger Objects (C)	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
5	Working with Length	11	Length Story Problems (A)	CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
5	Working with Length	11	Length Story Problems (A)	CCSS.Math.Content.2.MD.B.5	Relate addition and subtraction to length. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
5	Working with Length	12	Length Story Problems (B)	CCSS.Math.Content.2.MD.B.5	Relate addition and subtraction to length. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
5	Working with Length	12	Length Story Problems (B)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
5	Working with Length	12	Length Story Problems (B)	CCSS.Math.Practice.MP7	Look for and make use of structure.
5	Working with Length	13	Length Story Problems (C)	CCSS.Math.Content.2.MD.B.5	Relate addition and subtraction to length. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
5	Working with Length	13	Length Story Problems (C)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
5	Working with Length	13	Length Story Problems (C)	CCSS.Math.Practice.MP7	Look for and make use of structure.
5	Working with Length	14	Length Story Problems (D)	CCSS.Math.Content.2.MD.B.5	Relate addition and subtraction to length. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
5	Working with Length	14	Length Story Problems (D)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

5	Working with Length	14	Length Story Problems (A)	CCSS.Math.Practice.MP7	Look for and make use of structure.
5	Working with Length	15	Length Story Problems (E)	CCSS.Math.Content.2.MD.B.5	Relate addition and subtraction to length. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
5	Working with Length	16	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
5	Working with Length	17	Compare Measurements (A)	CCSS.Math.Content.1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
5	Working with Length	17	Compare Measurements (A)	CCSS.Math.Content.2.MD.A.2	Measure and estimate lengths in standard units. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
5	Working with Length	17	Compare Measurements (A)	CCSS.Math.Practice.MP6	Attend to precision.
5	Working with Length	17	Compare Measurements (A)	CCSS.Math.Practice.MP7	Look for and make use of structure.
5	Working with Length	17	Compare Measurements (A)	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
5	Working with Length	18	Compare Measurements (B)	CCSS.Math.Content.2.MD.A.4	Measure and estimate lengths in standard units. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
5	Working with Length	18	Compare Measurements (B)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
5	Working with Length	18	Compare Measurements (B)	CCSS.Math.Practice.MP6	Attend to precision.
5	Working with Length	18	Compare Measurements (B)	CCSS.Math.Practice.MP7	Look for and make use of structure.
5	Working with Length	18	Compare Measurements (B)	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
5	Working with Length	19	Compare Measurements (C)	CCSS.Math.Content.2.MD.A.2	Measure and estimate lengths in standard units. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

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5	Working with Length	19	Compare Measurements (C)	CCSS.Math.Content.2.MD.A.4 Measure and estimate lengths in standard units. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
5	Working with Length	19	Compare Measurements (C)	CCSS.Math.Practice.MP6 Attend to precision.
5	Working with Length	19	Compare Measurements (C)	CCSS.Math.Practice.MP7 Look for and make use of structure.
5	Working with Length	19	Compare Measurements (C)	CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.
5	Working with Length	20	Working with Length Wrap-Up	CCSS.Math.Content.2.MD.A.1 Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
5	Working with Length	20	Working with Length Wrap-Up	CCSS.Math.Content.2.MD.A.2 Measure and estimate lengths in standard units. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
5	Working with Length	20	Working with Length Wrap-Up	CCSS.Math.Content.2.MD.A.3 Measure and estimate lengths in standard units. Estimate lengths using units of inches, feet, centimeters, and meters.
5	Working with Length	20	Working with Length Wrap-Up	CCSS.Math.Content.2.MD.A.4 Measure and estimate lengths in standard units. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
5	Working with Length	20	Working with Length Wrap-Up	CCSS.Math.Content.2.MD.B.5 Relate addition and subtraction to length. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
5	Working with Length	20	Working with Length Wrap-Up	CCSS.Math.Practice.MP6 Attend to precision.
5	Working with Length	20	Working with Length Wrap-Up	CCSS.Math.Practice.MP7 Look for and make use of structure.
5	Working with Length	20	Working with Length Wrap-Up	CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.
6	Solve Story Problems with One Step	1	Solve Combine Story Problems (A)	CCSS.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
6	Solve Story Problems with One Step	1	Solve Combine Story Problems (A)	CCSS.Math.Content.2.OA.A.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

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6	Solve Story Problems with One Step	2	Solve Combine Story Problems (B)	<p>CCSS.Math.Content.2.OA.A.1</p> <p>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
6	Solve Story Problems with One Step	2	Solve Combine Story Problems (B)	<p>CCSS.Math.Content.2.OA.B.2</p> <p>Add and subtract within 20.</p> <p>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
6	Solve Story Problems with One Step	2	Solve Combine Story Problems (B)	<p>CCSS.Math.Practice.MP1</p> <p>Make sense of problems and persevere in solving them.</p>
6	Solve Story Problems with One Step	2	Solve Combine Story Problems (B)	<p>CCSS.Math.Practice.MP3</p> <p>Construct viable arguments and critique the reasoning of others.</p>
6	Solve Story Problems with One Step	3	Solve Combine Story Problems (C)	<p>CCSS.Math.Content.2.OA.A.1</p> <p>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
6	Solve Story Problems with One Step	3	Solve Combine Story Problems (C)	<p>CCSS.Math.Content.2.OA.B.2</p> <p>Add and subtract within 20.</p> <p>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
6	Solve Story Problems with One Step	3	Solve Combine Story Problems (C)	<p>CCSS.Math.Practice.MP1</p> <p>Make sense of problems and persevere in solving them.</p>
6	Solve Story Problems with One Step	3	Solve Combine Story Problems (C)	<p>CCSS.Math.Practice.MP3</p> <p>Construct viable arguments and critique the reasoning of others.</p>
6	Solve Story Problems with One Step	4	Solve Combine Story Problems (D)	<p>CCSS.Math.Content.2.OA.A.1</p> <p>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
6	Solve Story Problems with One Step	4	Solve Combine Story Problems (D)	<p>CCSS.Math.Practice.MP1</p> <p>Make sense of problems and persevere in solving them.</p>
6	Solve Story Problems with One Step	4	Solve Combine Story Problems (D)	<p>CCSS.Math.Practice.MP3</p> <p>Construct viable arguments and critique the reasoning of others.</p>
6	Solve Story Problems with One Step	5	Your Choice Day	<p>N/A</p> <p>Students can use this lesson time to do any of the following.</p> <p>Catch up on work from earlier lessons.</p> <p>Practice in the Stride Skills Arcade.</p> <p>Practice Math Facts.</p> <p>Read a book.</p>

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6	Solve Story Problems with One Step	6	Solve Change Story Problems (A)	CCSS.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
6	Solve Story Problems with One Step	6	Solve Change Story Problems (A)	CCSS.Math.Content.2.OA.A.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
6	Solve Story Problems with One Step	7	Solve Change Story Problems (B)	CCSS.Math.Content.2.OA.A.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
6	Solve Story Problems with One Step	7	Solve Change Story Problems (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
6	Solve Story Problems with One Step	7	Solve Change Story Problems (B)	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
6	Solve Story Problems with One Step	7	Solve Change Story Problems (B)	CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.
6	Solve Story Problems with One Step	8	Solve Change Story Problems (C)	CCSS.Math.Content.2.MD.C.8 Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
6	Solve Story Problems with One Step	8	Solve Change Story Problems (C)	CCSS.Math.Content.2.OA.A.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
6	Solve Story Problems with One Step	8	Solve Change Story Problems (C)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
6	Solve Story Problems with One Step	8	Solve Change Story Problems (C)	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
6	Solve Story Problems with One Step	8	Solve Change Story Problems (C)	CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.
6	Solve Story Problems with One Step	9	Solve Change Story Problems (D)	CCSS.Math.Content.2.MD.C.8 Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

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6	Solve Story Problems with One Step	9	Solve Change Story Problems (D)	<p>CCSS.Math.Content.2.OA.A.1</p> <p>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
6	Solve Story Problems with One Step	9	Solve Change Story Problems (D)	<p>CCSS.Math.Practice.MP1</p> <p>Make sense of problems and persevere in solving them.</p>
6	Solve Story Problems with One Step	9	Solve Change Story Problems (D)	<p>CCSS.Math.Practice.MP3</p> <p>Construct viable arguments and critique the reasoning of others.</p>
6	Solve Story Problems with One Step	10	Your Choice Day	<p>N/A</p> <p>Students can use this lesson time to do any of the following.</p> <p>Catch up on work from earlier lessons.</p> <p>Practice in the Stride Skills Arcade.</p> <p>Practice Math Facts.</p> <p>Read a book.</p>
6	Solve Story Problems with One Step	11	Solve Compare Story Problems (A)	<p>CCSS.Math.Content.1.OA.A.1</p> <p>Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>
6	Solve Story Problems with One Step	11	Solve Compare Story Problems (A)	<p>CCSS.Math.Content.2.OA.A.1</p> <p>Represent and solve problems involving addition and subtraction.</p> <p>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
6	Solve Story Problems with One Step	12	Solve Compare Story Problems (B)	<p>CCSS.Math.Content.2.OA.A.1</p> <p>Represent and solve problems involving addition and subtraction.</p> <p>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
6	Solve Story Problems with One Step	12	Solve Compare Story Problems (B)	<p>CCSS.Math.Content.2.OA.B.2</p> <p>Add and subtract within 20.</p> <p>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
6	Solve Story Problems with One Step	12	Solve Compare Story Problems (B)	<p>CCSS.Math.Practice.MP1</p> <p>Make sense of problems and persevere in solving them.</p>
6	Solve Story Problems with One Step	12	Solve Compare Story Problems (B)	<p>CCSS.Math.Practice.MP3</p> <p>Construct viable arguments and critique the reasoning of others.</p>

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6	Solve Story Problems with One Step	13	Solve Compare Story Problems (C)	<p>CCSS.Math.Content.2.OA.A.1</p> <p>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
6	Solve Story Problems with One Step	13	Solve Compare Story Problems (C)	<p>CCSS.Math.Content.2.OA.B.2</p> <p>Add and subtract within 20.</p> <p>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
6	Solve Story Problems with One Step	13	Solve Compare Story Problems (C)	<p>CCSS.Math.Practice.MP1</p> <p>Make sense of problems and persevere in solving them.</p>
6	Solve Story Problems with One Step	13	Solve Compare Story Problems (C)	<p>CCSS.Math.Practice.MP3</p> <p>Construct viable arguments and critique the reasoning of others.</p>
6	Solve Story Problems with One Step	14	Solve Compare Story Problems (D)	<p>CCSS.Math.Content.2.OA.A.1</p> <p>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
6	Solve Story Problems with One Step	14	Solve Compare Story Problems (D)	<p>CCSS.Math.Practice.MP1</p> <p>Make sense of problems and persevere in solving them.</p>
6	Solve Story Problems with One Step	14	Solve Compare Story Problems (D)	<p>CCSS.Math.Practice.MP3</p> <p>Construct viable arguments and critique the reasoning of others.</p>
6	Solve Story Problems with One Step	15	Solve Story Problems with One Step Wrap-Up	<p>CCSS.Math.Content.2.MD.C.8</p> <p>Work with time and money.</p> <p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p>
6	Solve Story Problems with One Step	15	Solve Story Problems with One Step Wrap-Up	<p>CCSS.Math.Content.2.OA.A.1</p> <p>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
6	Solve Story Problems with One Step	15	Solve Story Problems with One Step Wrap-Up	<p>CCSS.Math.Practice.MP1</p> <p>Make sense of problems and persevere in solving them.</p>
6	Solve Story Problems with One Step	15	Solve Story Problems with One Step Wrap-Up	<p>CCSS.Math.Practice.MP2</p> <p>Reason abstractly and quantitatively.</p>
6	Solve Story Problems with One Step	15	Solve Story Problems with One Step Wrap-Up	<p>CCSS.Math.Practice.MP3</p> <p>Construct viable arguments and critique the reasoning of others.</p>
6	Solve Story Problems with One Step	15	Solve Story Problems with One Step Wrap-Up	<p>CCSS.Math.Practice.MP4</p> <p>Model with mathematics.</p>
7	Mid-Year Project	1	Mid-Year Project (A)	<p>CCSS.Math.Content.2.MD.A.2</p> <p>Measure and estimate lengths in standard units.</p> <p>Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p>

7	Mid-Year Project	1	Mid-Year Project (A)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
7	Mid-Year Project	1	Mid-Year Project (A)	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
7	Mid-Year Project	2	Mid-Year Project (B)	CCSS.Math.Content.2.MD.A.2	Measure and estimate lengths in standard units. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
7	Mid-Year Project	2	Mid-Year Project (B)	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
7	Mid-Year Project	2	Mid-Year Project (B)	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
7	Mid-Year Project	2	Mid-Year Project (B)	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
8	Solve Story Problems	1	Add-Add Story Problems (A)	CCSS.Math.Content.2.OA.A.1	Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	2	Add-Add Story Problems (B)	CCSS.Math.Content.2.MD.B.5	Relate addition and subtraction to length. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	2	Add-Add Story Problems (B)	CCSS.Math.Content.2.MD.C.8	Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
8	Solve Story Problems	2	Add-Add Story Problems (B)	CCSS.Math.Content.2.OA.A.1	Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	2	Add-Add Story Problems (B)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
8	Solve Story Problems	2	Add-Add Story Problems (B)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
8	Solve Story Problems	2	Add-Add Story Problems (B)	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.

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8	Solve Story Problems	3	Add-Add Story Problems (C)	CCSS.Math.Content.2.MD.B.5	Relate addition and subtraction to length. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	3	Add-Add Story Problems (C)	CCSS.Math.Content.2.MD.C.8	Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
8	Solve Story Problems	3	Add-Add Story Problems (C)	CCSS.Math.Content.2.OA.A.1	Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	3	Add-Add Story Problems (C)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
8	Solve Story Problems	3	Add-Add Story Problems (C)	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
8	Solve Story Problems	4	Subtract-Subtract Story Problems (A)	CCSS.Math.Content.2.NBT.B.5	Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
8	Solve Story Problems	4	Subtract-Subtract Story Problems (A)	CCSS.Math.Content.2.OA.A.1	Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	5	Subtract-Subtract Story Problems (B)	CCSS.Math.Content.2.MD.B.5	Relate addition and subtraction to length. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	5	Subtract-Subtract Story Problems (B)	CCSS.Math.Content.2.MD.C.8	Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

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8	Solve Story Problems	5	Subtract-Subtract Story Problems (B)	CCSS.Math.Content.2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	5	Subtract-Subtract Story Problems (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
8	Solve Story Problems	5	Subtract-Subtract Story Problems (B)	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
8	Solve Story Problems	5	Subtract-Subtract Story Problems (B)	CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.
8	Solve Story Problems	6	Subtract-Subtract Story Problems (C)	CCSS.Math.Content.2.MD.B.5 Relate addition and subtraction to length. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	6	Subtract-Subtract Story Problems (C)	CCSS.Math.Content.2.MD.C.8 Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
8	Solve Story Problems	6	Subtract-Subtract Story Problems (C)	CCSS.Math.Content.2.OA.A.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	6	Subtract-Subtract Story Problems (C)	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
8	Solve Story Problems	6	Subtract-Subtract Story Problems (C)	CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.
8	Solve Story Problems	7	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
8	Solve Story Problems	8	Add and Subtract Story Problems (A)	CCSS.Math.Content.2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

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8	Solve Story Problems	8	Add and Subtract Story Problems (A)	CCSS.Math.Content.2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	9	Add and Subtract Story Problems (B)	CCSS.Math.Content.2.MD.C.8 Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
8	Solve Story Problems	9	Add and Subtract Story Problems (B)	CCSS.Math.Content.2.OA.A.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	9	Add and Subtract Story Problems (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
8	Solve Story Problems	9	Add and Subtract Story Problems (B)	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
8	Solve Story Problems	9	Add and Subtract Story Problems (B)	CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.
8	Solve Story Problems	10	Add and Subtract Story Problems (C)	CCSS.Math.Content.2.MD.C.8 Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
8	Solve Story Problems	10	Add and Subtract Story Problems (C)	CCSS.Math.Content.2.OA.A.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	10	Add and Subtract Story Problems (C)	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
8	Solve Story Problems	10	Add and Subtract Story Problems (C)	CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.
8	Solve Story Problems	11	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.

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8	Solve Story Problems	12	Thinking About Story Problems (A)	CCSS.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	12	Thinking About Story Problems (A)	CCSS.Math.Content.2.OA.A.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	13	Thinking About Story Problems (B)	CCSS.Math.Content.2.OA.A.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	13	Thinking About Story Problems (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
8	Solve Story Problems	13	Thinking About Story Problems (B)	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
8	Solve Story Problems	13	Thinking About Story Problems (B)	CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.
8	Solve Story Problems	14	Thinking About Story Problems (C)	CCSS.Math.Content.2.MD.B.5 Relate addition and subtraction to length. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	14	Thinking About Story Problems (C)	CCSS.Math.Content.2.MD.C.8 Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
8	Solve Story Problems	14	Thinking About Story Problems (C)	CCSS.Math.Content.2.OA.A.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	14	Thinking About Story Problems (C)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
8	Solve Story Problems	14	Thinking About Story Problems (C)	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.

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8	Solve Story Problems	14	Thinking About Story Problems (D)	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
8	Solve Story Problems	15	Thinking About Story Problems (D)	CCSS.Math.Content.2.MD.B.5	Relate addition and subtraction to length. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	15	Thinking About Story Problems (D)	CCSS.Math.Content.2.MD.C.8	Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
8	Solve Story Problems	15	Thinking About Story Problems (D)	CCSS.Math.Content.2.OA.A.1	Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	15	Thinking About Story Problems (D)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
8	Solve Story Problems	15	Thinking About Story Problems (D)	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
8	Solve Story Problems	16	Solve Story Problems Wrap-Up	CCSS.Math.Content.2.MD.B.5	Relate addition and subtraction to length. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	16	Solve Story Problems Wrap-Up	CCSS.Math.Content.2.MD.C.8	Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
8	Solve Story Problems	16	Solve Story Problems Wrap-Up	CCSS.Math.Content.2.OA.A.1	Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
8	Solve Story Problems	16	Solve Story Problems Wrap-Up	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
8	Solve Story Problems	16	Solve Story Problems Wrap-Up	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
8	Solve Story Problems	17	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.

Attachment 28 - ACAD					
9	Numbers Through 1,000	1	Count and Represent Larger Numbers (A)	CCSS.Math.Content.2.NBT.A.2	Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.
9	Numbers Through 1,000	1	Count and Represent Larger Numbers (A)	CCSS.Math.Content.2.NBT.A.3	Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
9	Numbers Through 1,000	2	Count and Represent Larger Numbers (B)	CCSS.Math.Content.2.NBT.A.3	Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
9	Numbers Through 1,000	2	Count and Represent Larger Numbers (B)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
9	Numbers Through 1,000	3	Count and Represent Larger Numbers (C)	CCSS.Math.Content.2.NBT.A.3	Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
9	Numbers Through 1,000	3	Count and Represent Larger Numbers (C)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
9	Numbers Through 1,000	4	Count and Represent Larger Numbers (D)	CCSS.Math.Content.2.NBT.A.2	Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.
9	Numbers Through 1,000	4	Count and Represent Larger Numbers (D)	CCSS.Math.Content.2.NBT.A.3	Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
9	Numbers Through 1,000	5	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
9	Numbers Through 1,000	6	Place Value of Larger Numbers (A)	CCSS.Math.Content.2.NBT.A.1	Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
9	Numbers Through 1,000	6	Place Value of Larger Numbers (A)	CCSS.Math.Content.2.NBT.A.1b	Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundred (and 0 tens and 0 ones).

Attachment 28 - ACAD				
9	Numbers Through 1,000	6	Place Value of Larger Numbers (A)	CCSS.Math.Content.2.NBT.A.3 Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
9	Numbers Through 1,000	6	Place Value of Larger Numbers (A)	CCSS.Math.Practice.MP6 Attend to precision.
9	Numbers Through 1,000	6	Place Value of Larger Numbers (A)	CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.
9	Numbers Through 1,000	7	Place Value of Larger Numbers (B)	CCSS.Math.Content.2.NBT.A.1b Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
9	Numbers Through 1,000	7	Place Value of Larger Numbers (B)	CCSS.Math.Content.2.NBT.A.3 Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
9	Numbers Through 1,000	7	Place Value of Larger Numbers (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
9	Numbers Through 1,000	7	Place Value of Larger Numbers (B)	CCSS.Math.Practice.MP6 Attend to precision.
9	Numbers Through 1,000	7	Place Value of Larger Numbers (B)	CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.
9	Numbers Through 1,000	8	Place Value of Larger Numbers (C)	CCSS.Math.Content.2.NBT.A.1b Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
9	Numbers Through 1,000	8	Place Value of Larger Numbers (C)	CCSS.Math.Content.2.NBT.A.3 Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
9	Numbers Through 1,000	8	Place Value of Larger Numbers (C)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
9	Numbers Through 1,000	8	Place Value of Larger Numbers (C)	CCSS.Math.Practice.MP6 Attend to precision.
9	Numbers Through 1,000	8	Place Value of Larger Numbers (C)	CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.

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9	Numbers Through 1,000	9	Place Value of Larger Numbers (D) CCSS.Math.Content.2.NBT.A.1	Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
9	Numbers Through 1,000	9	Place Value of Larger Numbers (D) CCSS.Math.Content.2.NBT.A.1b	Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
9	Numbers Through 1,000	9	Place Value of Larger Numbers (D) CCSS.Math.Content.2.NBT.A.3	Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
9	Numbers Through 1,000	9	Place Value of Larger Numbers (D) CCSS.Math.Practice.MP6	Attend to precision.
9	Numbers Through 1,000	9	Place Value of Larger Numbers (D) CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
9	Numbers Through 1,000	10	Your Choice Day N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
9	Numbers Through 1,000	11	Compare and Order Larger Numbers (A) CCSS.Math.Content.2.NBT.A.4	Understand place value. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
9	Numbers Through 1,000	11	Compare and Order Larger Numbers (A) CCSS.Math.Practice.MP6	Attend to precision.
9	Numbers Through 1,000	11	Compare and Order Larger Numbers (A) CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
9	Numbers Through 1,000	12	Compare and Order Larger Numbers (B) CCSS.Math.Content.2.NBT.A.4	Understand place value. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
9	Numbers Through 1,000	12	Compare and Order Larger Numbers (B) CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
9	Numbers Through 1,000	12	Compare and Order Larger Numbers (B) CCSS.Math.Practice.MP6	Attend to precision.
9	Numbers Through 1,000	12	Compare and Order Larger Numbers (B) CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.

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9	Numbers Through 1,000	13	Compare and Order Larger Numbers (C)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
9	Numbers Through 1,000	13	Compare and Order Larger Numbers (C)	CCSS.Math.Practice.MP6	Attend to precision.
9	Numbers Through 1,000	13	Compare and Order Larger Numbers (C)	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
9	Numbers Through 1,000	14	Compare and Order Larger Numbers (D)	CCSS.Math.Content.2.NBT.A.4	Understand place value. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
9	Numbers Through 1,000	14	Compare and Order Larger Numbers (D)	CCSS.Math.Practice.MP6	Attend to precision.
9	Numbers Through 1,000	14	Compare and Order Larger Numbers (D)	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
9	Numbers Through 1,000	15	Numbers Through 1,000 Wrap-Up	CCSS.Math.Content.2.NBT.A.1	Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
9	Numbers Through 1,000	15	Numbers Through 1,000 Wrap-Up	CCSS.Math.Content.2.NBT.A.2	Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.
9	Numbers Through 1,000	15	Numbers Through 1,000 Wrap-Up	CCSS.Math.Content.2.NBT.A.3	Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
9	Numbers Through 1,000	15	Numbers Through 1,000 Wrap-Up	CCSS.Math.Content.2.NBT.A.4	Understand place value. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
9	Numbers Through 1,000	15	Numbers Through 1,000 Wrap-Up	CCSS.Math.Practice.MP6	Attend to precision.
9	Numbers Through 1,000	15	Numbers Through 1,000 Wrap-Up	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
10	Shapes	1	Identify and Draw Shapes (A)	CCSS.Math.Content.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
10	Shapes	1	Identify and Draw Shapes (A)	CCSS.Math.Content.2.G.A.1	Reason with shapes and their attributes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

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10	Shapes	2	Identify and Draw Shapes (B)	CCSS.Math.Content.2.G.A.1 Reason with shapes and their attributes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
10	Shapes	2	Identify and Draw Shapes (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
10	Shapes	2	Identify and Draw Shapes (B)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
10	Shapes	2	Identify and Draw Shapes (B)	CCSS.Math.Practice.MP4 Model with mathematics.
10	Shapes	2	Identify and Draw Shapes (B)	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
10	Shapes	3	Identify and Draw Shapes (C)	CCSS.Math.Content.2.G.A.1 Reason with shapes and their attributes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
10	Shapes	3	Identify and Draw Shapes (C)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
10	Shapes	3	Identify and Draw Shapes (C)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
10	Shapes	3	Identify and Draw Shapes (C)	CCSS.Math.Practice.MP4 Model with mathematics.
10	Shapes	3	Identify and Draw Shapes (C)	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
10	Shapes	4	Identify and Draw Shapes (D)	CCSS.Math.Content.2.G.A.1 Reason with shapes and their attributes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
10	Shapes	4	Identify and Draw Shapes (D)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
10	Shapes	4	Identify and Draw Shapes (D)	CCSS.Math.Practice.MP4 Model with mathematics.
10	Shapes	4	Identify and Draw Shapes (D)	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
10	Shapes	5	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.

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10	Shapes	6	Partition Shapes (A) CCSS.Math.Content.2.G.A.2	Reason with shapes and their attributes. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
10	Shapes	6	Partition Shapes (A) CCSS.Math.Content.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
10	Shapes	7	Partition Shapes (B) CCSS.Math.Content.2.G.A.2	Reason with shapes and their attributes. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
10	Shapes	7	Partition Shapes (B) CCSS.Math.Content.2.G.A.3	Reason with shapes and their attributes. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
10	Shapes	7	Partition Shapes (B) CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
10	Shapes	7	Partition Shapes (B) CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
10	Shapes	7	Partition Shapes (B) CCSS.Math.Practice.MP4	Model with mathematics.
10	Shapes	7	Partition Shapes (B) CCSS.Math.Practice.MP5	Use appropriate tools strategically.
10	Shapes	7	Partition Shapes (B) CCSS.Math.Practice.MP7	Look for and make use of structure.
10	Shapes	8	Partition Shapes (C) CCSS.Math.Content.2.G.A.3	Reason with shapes and their attributes. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
10	Shapes	8	Partition Shapes (C) CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
10	Shapes	8	Partition Shapes (C) CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
10	Shapes	8	Partition Shapes (C) CCSS.Math.Practice.MP4	Model with mathematics.
10	Shapes	8	Partition Shapes (C) CCSS.Math.Practice.MP5	Use appropriate tools strategically.
10	Shapes	8	Partition Shapes (C) CCSS.Math.Practice.MP7	Look for and make use of structure.

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10	Shapes	9	Partition Shapes (D)	CCSS.Math.Content.2.G.A.2 Reason with shapes and their attributes. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
10	Shapes	9	Partition Shapes (D)	CCSS.Math.Content.2.G.A.3 Reason with shapes and their attributes. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
10	Shapes	9	Partition Shapes (D)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
10	Shapes	9	Partition Shapes (D)	CCSS.Math.Practice.MP4 Model with mathematics.
10	Shapes	9	Partition Shapes (D)	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
10	Shapes	10	Shapes Wrap-Up	CCSS.Math.Content.2.G.A.1 Reason with shapes and their attributes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
10	Shapes	10	Shapes Wrap-Up	CCSS.Math.Content.2.G.A.2 Reason with shapes and their attributes. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
10	Shapes	10	Shapes Wrap-Up	CCSS.Math.Content.2.G.A.3 Reason with shapes and their attributes. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
10	Shapes	10	Shapes Wrap-Up	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
10	Shapes	10	Shapes Wrap-Up	CCSS.Math.Practice.MP4 Model with mathematics.
10	Shapes	10	Shapes Wrap-Up	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
10	Shapes	11	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
11	Add and Subtract within 1,000	1	Use Place Value to Add (A)	CCSS.Math.Content.2.NBT.A.3 Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

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11	Add and Subtract within 1,000	1	Use Place Value to Add (A)	CCSS.Math.Content.2.NBT.B.6 Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.
11	Add and Subtract within 1,000	1	Use Place Value to Add (A)	CCSS.Math.Content.2.NBT.B.7 Use place value understanding and properties of operations to add and subtract. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
11	Add and Subtract within 1,000	1	Use Place Value to Add (A)	CCSS.Math.Content.2.NBT.B.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations.
11	Add and Subtract within 1,000	2	Use Place Value to Add (B)	CCSS.Math.Content.2.NBT.B.7 Use place value understanding and properties of operations to add and subtract. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
11	Add and Subtract within 1,000	2	Use Place Value to Add (B)	CCSS.Math.Content.2.NBT.B.8 Use place value understanding and properties of operations to add and subtract. Mentally add 10 or 100 to a given number 100—900, and mentally subtract 10 or 100 from a given number 100—900.
11	Add and Subtract within 1,000	2	Use Place Value to Add (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
11	Add and Subtract within 1,000	3	Use Place Value to Add (C)	CCSS.Math.Content.2.NBT.B.7 Use place value understanding and properties of operations to add and subtract. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

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11	Add and Subtract within 1,000	3	Use Place Value to Add (C)	CCSS.Math.Content.2.NBT.B.8 Use place value understanding and properties of operations to add and subtract. Mentally add 10 or 100 to a given number 100—900, and mentally subtract 10 or 100 from a given number 100—900.
11	Add and Subtract within 1,000	3	Use Place Value to Add (C)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
11	Add and Subtract within 1,000	4	Use Place Value to Add (D)	CCSS.Math.Content.2.NBT.B.6 Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.
11	Add and Subtract within 1,000	4	Use Place Value to Add (D)	CCSS.Math.Content.2.NBT.B.7 Use place value understanding and properties of operations to add and subtract. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
11	Add and Subtract within 1,000	4	Use Place Value to Add (D)	CCSS.Math.Content.2.NBT.B.8 Use place value understanding and properties of operations to add and subtract. Mentally add 10 or 100 to a given number 100—900, and mentally subtract 10 or 100 from a given number 100—900.
11	Add and Subtract within 1,000	5	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
11	Add and Subtract within 1,000	6	Use Place Value to Subtract (A)	CCSS.Math.Content.2.NBT.A.3 Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
11	Add and Subtract within 1,000	6	Use Place Value to Subtract (A)	CCSS.Math.Content.2.NBT.B.7 Use place value understanding and properties of operations to add and subtract. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

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11	Add and Subtract within 1,000	6	Use Place Value to Subtract (A)	CCSS.Math.Content.2.NBT.B.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations.
11	Add and Subtract within 1,000	7	Use Place Value to Subtract (B)	CCSS.Math.Content.2.NBT.B.7 Use place value understanding and properties of operations to add and subtract. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
11	Add and Subtract within 1,000	7	Use Place Value to Subtract (B)	CCSS.Math.Content.2.NBT.B.8 Use place value understanding and properties of operations to add and subtract. Mentally add 10 or 100 to a given number 100—900, and mentally subtract 10 or 100 from a given number 100—900.
11	Add and Subtract within 1,000	7	Use Place Value to Subtract (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
11	Add and Subtract within 1,000	8	Use Place Value to Subtract (C)	CCSS.Math.Content.2.NBT.B.7 Use place value understanding and properties of operations to add and subtract. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
11	Add and Subtract within 1,000	8	Use Place Value to Subtract (C)	CCSS.Math.Content.2.NBT.B.8 Use place value understanding and properties of operations to add and subtract. Mentally add 10 or 100 to a given number 100—900, and mentally subtract 10 or 100 from a given number 100—900.
11	Add and Subtract within 1,000	8	Use Place Value to Subtract (C)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

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11	Add and Subtract within 1,000	9	Use Place Value to Subtract (D)	CCSS.Math.Content.2.NBT.B.7 Use place value understanding and properties of operations to add and subtract. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
11	Add and Subtract within 1,000	9	Use Place Value to Subtract (D)	CCSS.Math.Content.2.NBT.B.8 Use place value understanding and properties of operations to add and subtract. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
11	Add and Subtract within 1,000	10	Your Choice Day	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
11	Add and Subtract within 1,000	11	Use Properties to Add and Subtract (A)	CCSS.Math.Content.2.NBT.A.1 Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
11	Add and Subtract within 1,000	11	Use Properties to Add and Subtract (A)	CCSS.Math.Content.2.NBT.B.6 Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.
11	Add and Subtract within 1,000	11	Use Properties to Add and Subtract (A)	CCSS.Math.Content.2.NBT.B.7 Use place value understanding and properties of operations to add and subtract. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
11	Add and Subtract within 1,000	11	Use Properties to Add and Subtract (A)	CCSS.Math.Content.2.NBT.B.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations.

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11	Add and Subtract within 1,000	12	Use Properties to Add and Subtract (B)	CCSS.Math.Content.2.NBT.B.6 Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.
11	Add and Subtract within 1,000	12	Use Properties to Add and Subtract (B)	CCSS.Math.Content.2.NBT.B.7 Use place value understanding and properties of operations to add and subtract. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
11	Add and Subtract within 1,000	12	Use Properties to Add and Subtract (B)	CCSS.Math.Content.2.NBT.B.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations.
11	Add and Subtract within 1,000	12	Use Properties to Add and Subtract (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
11	Add and Subtract within 1,000	13	Use Properties to Add and Subtract (C)	CCSS.Math.Content.2.NBT.B.7 Use place value understanding and properties of operations to add and subtract. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
11	Add and Subtract within 1,000	13	Use Properties to Add and Subtract (C)	CCSS.Math.Content.2.NBT.B.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations.
11	Add and Subtract within 1,000	13	Use Properties to Add and Subtract (C)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
11	Add and Subtract within 1,000	14	Use Properties to Add and Subtract (D)	CCSS.Math.Content.2.NBT.B.6 Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.

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11	Add and Subtract within 1,000	14	Use Properties to Add and Subtract (D)	<p>CCSS.Math.Content.2.NBT.B.7</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p>Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>
11	Add and Subtract within 1,000	14	Use Properties to Add and Subtract (D)	<p>CCSS.Math.Content.2.NBT.B.9</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p>Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>
11	Add and Subtract within 1,000	15	Your Choice Day	<p>N/A</p> <p>Students can use this lesson time to do any of the following.</p> <p>Catch up on work from earlier lessons.</p> <p>Practice in the Stride Skills Arcade.</p> <p>Practice Math Facts.</p> <p>Read a book.</p>
11	Add and Subtract within 1,000	16	Use Relationships to Add and Subtract (A)	<p>CCSS.Math.Content.2.NBT.B.5</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
11	Add and Subtract within 1,000	16	Use Relationships to Add and Subtract (A)	<p>CCSS.Math.Content.2.NBT.B.7</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p>Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>
11	Add and Subtract within 1,000	17	Use Relationships to Add and Subtract (B)	<p>CCSS.Math.Content.2.NBT.B.7</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p>Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>

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11	Add and Subtract within 1,000	17	Use Relationships to Add and Subtract (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
11	Add and Subtract within 1,000	18	Use Relationships to Add and Subtract (C)	CCSS.Math.Content.2.NBT.B.6 Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.
11	Add and Subtract within 1,000	18	Use Relationships to Add and Subtract (C)	CCSS.Math.Content.2.NBT.B.7 Use place value understanding and properties of operations to add and subtract. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
11	Add and Subtract within 1,000	19	Add and Subtract within 1,000 Wrap-Up	CCSS.Math.Content.2.NBT.B.7 Use place value understanding and properties of operations to add and subtract. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
11	Add and Subtract within 1,000	19	Add and Subtract within 1,000 Wrap-Up	CCSS.Math.Content.2.NBT.B.8 Use place value understanding and properties of operations to add and subtract. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
11	Add and Subtract within 1,000	19	Add and Subtract within 1,000 Wrap-Up	CCSS.Math.Content.2.NBT.B.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations.
12	Number Patterns	1	Skip Counting (A)	CCSS.Math.Content.2.NBT.A.2 Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.
12	Number Patterns	1	Skip Counting (A)	CCSS.Math.Content.2.OA.C.3 Work with equal groups of objects to gain foundations for multiplication. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

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12	Number Patterns	1	Skip Counting (A)	CCSS.Math.Content.K.CC.A.1 Count to 100 by ones and by tens.
12	Number Patterns	1	Skip Counting (A)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
12	Number Patterns	1	Skip Counting (A)	CCSS.Math.Practice.MP4 Model with mathematics.
12	Number Patterns	1	Skip Counting (A)	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
12	Number Patterns	1	Skip Counting (A)	CCSS.Math.Practice.MP7 Look for and make use of structure.
12	Number Patterns	2	Skip Counting (B)	CCSS.Math.Content.2.NBT.A.2 Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.
12	Number Patterns	2	Skip Counting (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
12	Number Patterns	2	Skip Counting (B)	CCSS.Math.Content.2.OA.C.3 Work with equal groups of objects to gain foundations for multiplication. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
12	Number Patterns	2	Skip Counting (B)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
12	Number Patterns	2	Skip Counting (B)	CCSS.Math.Practice.MP4 Model with mathematics.
12	Number Patterns	2	Skip Counting (B)	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
12	Number Patterns	2	Skip Counting (B)	CCSS.Math.Practice.MP7 Look for and make use of structure.
12	Number Patterns	3	Skip Counting (C)	CCSS.Math.Content.2.NBT.A.2 Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.
12	Number Patterns	3	Skip Counting (C)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
12	Number Patterns	3	Skip Counting (C)	CCSS.Math.Content.2.OA.C.3 Work with equal groups of objects to gain foundations for multiplication. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
12	Number Patterns	3	Skip Counting (C)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
12	Number Patterns	3	Skip Counting (C)	CCSS.Math.Practice.MP4 Model with mathematics.

12	Number Patterns	3	Skip Counting (C)	Attachment 28 - ACAD CCSS.Math.Practice.MP5	Use appropriate tools strategically.
12	Number Patterns	3	Skip Counting (C)	CCSS.Math.Practice.MP7	Look for and make use of structure.
12	Number Patterns	4	Skip Counting (D)	CCSS.Math.Content.2.NBT.A.2	Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.
12	Number Patterns	4	Skip Counting (D)	CCSS.Math.Content.2.OA.C.3	Work with equal groups of objects to gain foundations for multiplication. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
12	Number Patterns	4	Skip Counting (D)	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
12	Number Patterns	4	Skip Counting (D)	CCSS.Math.Practice.MP4	Model with mathematics.
12	Number Patterns	4	Skip Counting (D)	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
12	Number Patterns	5	Repeated Addition (A)	CCSS.Math.Content.1.OA.B.3	Apply properties of operations as strategies to add and subtract.
12	Number Patterns	5	Repeated Addition (A)	CCSS.Math.Content.2.OA.C.4	Work with equal groups of objects to gain foundations for multiplication. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
12	Number Patterns	5	Repeated Addition (A)	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
12	Number Patterns	5	Repeated Addition (A)	CCSS.Math.Practice.MP4	Model with mathematics.
12	Number Patterns	5	Repeated Addition (A)	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
12	Number Patterns	5	Repeated Addition (A)	CCSS.Math.Practice.MP7	Look for and make use of structure.
12	Number Patterns	6	Repeated Addition (B)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
12	Number Patterns	6	Repeated Addition (B)	CCSS.Math.Content.2.OA.C.4	Work with equal groups of objects to gain foundations for multiplication. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
12	Number Patterns	6	Repeated Addition (B)	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
12	Number Patterns	6	Repeated Addition (B)	CCSS.Math.Practice.MP4	Model with mathematics.

12	Number Patterns	6	Repeated Addition (B)	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
12	Number Patterns	6	Repeated Addition (B)	CCSS.Math.Practice.MP7	Look for and make use of structure.
12	Number Patterns	7	Repeated Addition (C)	CCSS.Math.Content.2.OA.C.4	Work with equal groups of objects to gain foundations for multiplication. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
12	Number Patterns	7	Repeated Addition (C)	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
12	Number Patterns	7	Repeated Addition (C)	CCSS.Math.Practice.MP4	Model with mathematics.
12	Number Patterns	7	Repeated Addition (C)	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
12	Number Patterns	8	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
12	Number Patterns	9	Even and Odd Numbers (A)	CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
12	Number Patterns	9	Even and Odd Numbers (A)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
12	Number Patterns	9	Even and Odd Numbers (A)	CCSS.Math.Content.2.OA.C.3	Work with equal groups of objects to gain foundations for multiplication. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
12	Number Patterns	9	Even and Odd Numbers (A)	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
12	Number Patterns	9	Even and Odd Numbers (A)	CCSS.Math.Practice.MP4	Model with mathematics.
12	Number Patterns	9	Even and Odd Numbers (A)	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
12	Number Patterns	9	Even and Odd Numbers (A)	CCSS.Math.Practice.MP7	Look for and make use of structure.

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12	Number Patterns	10	Even and Odd Numbers (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
12	Number Patterns	10	Even and Odd Numbers (B)	CCSS.Math.Content.2.OA.C.3 Work with equal groups of objects to gain foundations for multiplication. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
12	Number Patterns	10	Even and Odd Numbers (B)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
12	Number Patterns	10	Even and Odd Numbers (B)	CCSS.Math.Practice.MP4 Model with mathematics.
12	Number Patterns	10	Even and Odd Numbers (B)	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
12	Number Patterns	10	Even and Odd Numbers (B)	CCSS.Math.Practice.MP7 Look for and make use of structure.
12	Number Patterns	11	Even and Odd Numbers (C)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
12	Number Patterns	11	Even and Odd Numbers (C)	CCSS.Math.Content.2.OA.C.3 Work with equal groups of objects to gain foundations for multiplication. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
12	Number Patterns	11	Even and Odd Numbers (C)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
12	Number Patterns	11	Even and Odd Numbers (C)	CCSS.Math.Practice.MP4 Model with mathematics.
12	Number Patterns	11	Even and Odd Numbers (C)	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
12	Number Patterns	12	Even and Odd Numbers (D)	CCSS.Math.Content.2.OA.C.3 Work with equal groups of objects to gain foundations for multiplication. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
12	Number Patterns	12	Even and Odd Numbers (D)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
12	Number Patterns	12	Even and Odd Numbers (D)	CCSS.Math.Practice.MP4 Model with mathematics.
12	Number Patterns	12	Even and Odd Numbers (D)	CCSS.Math.Practice.MP5 Use appropriate tools strategically.

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12	Number Patterns	13	Number Patterns Wrap-Up	CCSS.Math.Content.2.NBT.A.2	Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.
12	Number Patterns	13	Number Patterns Wrap-Up	CCSS.Math.Content.2.OA.C.3	Work with equal groups of objects to gain foundations for multiplication. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
12	Number Patterns	13	Number Patterns Wrap-Up	CCSS.Math.Content.2.OA.C.4	Work with equal groups of objects to gain foundations for multiplication. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
12	Number Patterns	13	Number Patterns Wrap-Up	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
12	Number Patterns	13	Number Patterns Wrap-Up	CCSS.Math.Practice.MP4	Model with mathematics.
12	Number Patterns	13	Number Patterns Wrap-Up	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
12	Number Patterns	14	Your Choice Day	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
13	Data Displays	1	Collect and Display Data (A)	CCSS.Math.Content.1.MD.C.4	Represent and interpret data. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
13	Data Displays	1	Collect and Display Data (A)	CCSS.Math.Content.2.MD.D.9	Represent and interpret data. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
13	Data Displays	2	Collect and Display Data (B)	CCSS.Math.Content.2.MD.D.10	Represent and interpret data. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
13	Data Displays	2	Collect and Display Data (B)	CCSS.Math.Content.2.MD.D.9	Represent and interpret data. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

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13	Data Displays	2	Collect and Display Data (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
13	Data Displays	3	Collect and Display Data (C)	CCSS.Math.Content.2.MD.D.10 Represent and interpret data. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
13	Data Displays	3	Collect and Display Data (C)	CCSS.Math.Content.2.MD.D.9 Represent and interpret data. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
13	Data Displays	3	Collect and Display Data (C)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
13	Data Displays	3	Collect and Display Data (C)	CCSS.Math.Practice.MP4 Model with mathematics.
13	Data Displays	3	Collect and Display Data (C)	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
13	Data Displays	4	Picture Graphs (A)	CCSS.Math.Content.1.MD.C.4 Represent and interpret data. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
13	Data Displays	4	Picture Graphs (A)	CCSS.Math.Content.2.MD.D.10 Represent and interpret data. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
13	Data Displays	5	Picture Graphs (B)	CCSS.Math.Content.2.MD.D.10 Represent and interpret data. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
13	Data Displays	5	Picture Graphs (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
13	Data Displays	5	Picture Graphs (B)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
13	Data Displays	5	Picture Graphs (B)	CCSS.Math.Practice.MP4 Model with mathematics.
13	Data Displays	5	Picture Graphs (B)	CCSS.Math.Practice.MP5 Use appropriate tools strategically.

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13	Data Displays	6	Picture Graphs (C) CCSS.Math.Content.2.MD.D.10	Represent and interpret data. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
13	Data Displays	6	Picture Graphs (C) CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
13	Data Displays	6	Picture Graphs (C) CCSS.Math.Practice.MP4	Model with mathematics.
13	Data Displays	6	Picture Graphs (C) CCSS.Math.Practice.MP5	Use appropriate tools strategically.
13	Data Displays	7	Your Choice Day N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in the Stride Skills Arcade. Practice Math Facts. Read a book.
13	Data Displays	8	Bar Graphs (A) CCSS.Math.Content.1.MD.C.4	Represent and interpret data. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
13	Data Displays	8	Bar Graphs (A) CCSS.Math.Content.2.MD.D.10	Represent and interpret data. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
13	Data Displays	9	Bar Graphs (B) CCSS.Math.Content.2.MD.D.10	Represent and interpret data. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
13	Data Displays	9	Bar Graphs (B) CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
13	Data Displays	9	Bar Graphs (B) CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
13	Data Displays	9	Bar Graphs (B) CCSS.Math.Practice.MP4	Model with mathematics.
13	Data Displays	9	Bar Graphs (B) CCSS.Math.Practice.MP5	Use appropriate tools strategically.
13	Data Displays	10	Bar Graphs (C) CCSS.Math.Content.2.MD.D.10	Represent and interpret data. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

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13	Data Displays	10	Bar Graphs (C)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
13	Data Displays	10	Bar Graphs (C)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
13	Data Displays	10	Bar Graphs (C)	CCSS.Math.Practice.MP4 Model with mathematics.
13	Data Displays	10	Bar Graphs (C)	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
13	Data Displays	11	Bar Graphs (D)	CCSS.Math.Content.2.MD.D.10 Represent and interpret data. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
13	Data Displays	11	Bar Graphs (D)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
13	Data Displays	11	Bar Graphs (D)	CCSS.Math.Practice.MP4 Model with mathematics.
13	Data Displays	11	Bar Graphs (D)	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
13	Data Displays	12	Data Displays Wrap-Up	CCSS.Math.Content.2.MD.D.10 Represent and interpret data. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
13	Data Displays	12	Data Displays Wrap-Up	CCSS.Math.Content.2.MD.D.9 Represent and interpret data. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
13	Data Displays	12	Data Displays Wrap-Up	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
13	Data Displays	12	Data Displays Wrap-Up	CCSS.Math.Practice.MP4 Model with mathematics.
13	Data Displays	12	Data Displays Wrap-Up	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
14	End-of-Year Project	1	End-of-Year Project (A)	CCSS.Math.Content.2.G.A.1 Reason with shapes and their attributes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
14	End-of-Year Project	1	End-of-Year Project (A)	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
14	End-of-Year Project	1	End-of-Year Project (A)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.

14	End-of-Year Project	1	End-of-Year Project (A)	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
14	End-of-Year Project	1	End-of-Year Project (A)	CCSS.Math.Practice.MP4	Model with mathematics.
14	End-of-Year Project	1	End-of-Year Project (A)	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
14	End-of-Year Project	1	End-of-Year Project (A)	CCSS.Math.Practice.MP6	Attend to precision.
14	End-of-Year Project	1	End-of-Year Project (A)	CCSS.Math.Practice.MP7	Look for and make use of structure.
14	End-of-Year Project	1	End-of-Year Project (A)	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
14	End-of-Year Project	2	End-of-Year Project (B)	CCSS.Math.Content.2.MD.D.10	Represent and interpret data. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
14	End-of-Year Project	2	End-of-Year Project (B)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
14	End-of-Year Project	2	End-of-Year Project (B)	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
14	End-of-Year Project	2	End-of-Year Project (B)	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
14	End-of-Year Project	2	End-of-Year Project (B)	CCSS.Math.Practice.MP4	Model with mathematics.
14	End-of-Year Project	2	End-of-Year Project (B)	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
14	End-of-Year Project	2	End-of-Year Project (B)	CCSS.Math.Practice.MP6	Attend to precision.
14	End-of-Year Project	2	End-of-Year Project (B)	CCSS.Math.Practice.MP7	Look for and make use of structure.
14	End-of-Year Project	2	End-of-Year Project (B)	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.



Common Core State Standards: Mathematics Grade 3
Attachment 28: ACAD
Compared to Math 3 Summit



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Patterns and Number Sense	1	Number Sense (A)	CCSS.Math.Content.2.NBT.A.1	Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.
1	Patterns and Number Sense	1	Number Sense (A)	CCSS.Math.Content.2.NBT.A.3	Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
1	Patterns and Number Sense	1	Number Sense (A)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
1	Patterns and Number Sense	2	Number Sense (B)	CCSS.Math.Content.2.NBT.A.3	Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
1	Patterns and Number Sense	2	Number Sense (B)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
1	Patterns and Number Sense	2	Number Sense (B)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
1	Patterns and Number Sense	3	Number Sense (C)	CCSS.Math.Content.2.NBT.A.3	Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
1	Patterns and Number Sense	3	Number Sense (C)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
1	Patterns and Number Sense	3	Number Sense (C)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
1	Patterns and Number Sense	4	Number Sense (D)	CCSS.Math.Content.2.NBT.A.3	Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
1	Patterns and Number Sense	4	Number Sense (D)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
1	Patterns and Number Sense	5	Compare and Order Numbers (A)	CCSS.Math.Content.2.NBT.A.2	Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.
1	Patterns and Number Sense	5	Compare and Order Numbers (A)	CCSS.Math.Content.2.NBT.A.4	Understand place value. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

1	Patterns and Number Sense	5	Compare and Order Numbers (A)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
1	Patterns and Number Sense	6	Compare and Order Numbers (B)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
1	Patterns and Number Sense	6	Compare and Order Numbers (B)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
1	Patterns and Number Sense	7	Compare and Order Numbers (C)	CCSS.Math.Content.2.NBT.A.4	Understand place value. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
1	Patterns and Number Sense	7	Compare and Order Numbers (C)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
1	Patterns and Number Sense	7	Compare and Order Numbers (C)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
1	Patterns and Number Sense	8	Compare and Order Numbers (D)	CCSS.Math.Content.2.NBT.A.4	Understand place value. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
1	Patterns and Number Sense	8	Compare and Order Numbers (D)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
1	Patterns and Number Sense	9	Your Choice	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
1	Patterns and Number Sense	10	Rounding Numbers (A)	CCSS.Math.Content.2.NBT.A.1	Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.
1	Patterns and Number Sense	10	Rounding Numbers (A)	CCSS.Math.Content.3.NBT.A.1	Use place value understanding and properties of operations to perform multi-digit arithmetic. Use place value understanding to round whole numbers to the nearest 10 or 100.
1	Patterns and Number Sense	11	Rounding Numbers (B)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

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1	Patterns and Number Sense	11	Rounding Numbers (B)	CCSS.Math.Content.3.NBT.A.1 Use place value understanding and properties of operations to perform multi-digit arithmetic. Use place value understanding to round whole numbers to the nearest 10 or 100.
1	Patterns and Number Sense	12	Rounding Numbers (C)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
1	Patterns and Number Sense	12	Rounding Numbers (C)	CCSS.Math.Content.3.NBT.A.1 Use place value understanding and properties of operations to perform multi-digit arithmetic. Use place value understanding to round whole numbers to the nearest 10 or 100.
1	Patterns and Number Sense	13	Rounding Numbers (D)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
1	Patterns and Number Sense	13	Rounding Numbers (D)	CCSS.Math.Content.3.NBT.A.1 Use place value understanding and properties of operations to perform multi-digit arithmetic. Use place value understanding to round whole numbers to the nearest 10 or 100.
1	Patterns and Number Sense	14	Rounding Numbers (E)	CCSS.Math.Content.3.NBT.A.1 Use place value understanding and properties of operations to perform multi-digit arithmetic. Use place value understanding to round whole numbers to the nearest 10 or 100.
1	Patterns and Number Sense	15	Big Ideas: Mini-Project	CCSS.Math.Content.3.NBT.A.1 Use place value understanding and properties of operations to perform multi-digit arithmetic. Use place value understanding to round whole numbers to the nearest 10 or 100.
1	Patterns and Number Sense	15	Big Ideas: Mini-Project	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
1	Patterns and Number Sense	15	Big Ideas: Mini-Project	CCSS.Math.Practice.MP4 Model with mathematics.
2	Addition and Subtraction Strategies	1	Estimation (A)	CCSS.Math.Content.3.NBT.A.1 Use place value understanding and properties of operations to perform multi-digit arithmetic. Use place value understanding to round whole numbers to the nearest 10 or 100.
2	Addition and Subtraction Strategies	1	Estimation (A)	CCSS.Math.Content.3.NBT.A.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
2	Addition and Subtraction Strategies	1	Estimation (A)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.

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2	Addition and Subtraction Strategies	2	Estimation (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
2	Addition and Subtraction Strategies	2	Estimation (B)	CCSS.Math.Content.3.NBT.A.1 Use place value understanding and properties of operations to perform multi-digit arithmetic. Use place value understanding to round whole numbers to the nearest 10 or 100.
2	Addition and Subtraction Strategies	2	Estimation (B)	CCSS.Math.Content.3.NBT.A.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
2	Addition and Subtraction Strategies	2	Estimation (B)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
2	Addition and Subtraction Strategies	3	Estimation (C)	CCSS.Math.Content.2.NBT.A.3 Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
2	Addition and Subtraction Strategies	3	Estimation (C)	CCSS.Math.Content.3.NBT.A.1 Use place value understanding and properties of operations to perform multi-digit arithmetic. Use place value understanding to round whole numbers to the nearest 10 or 100.
2	Addition and Subtraction Strategies	3	Estimation (C)	CCSS.Math.Content.3.NBT.A.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
2	Addition and Subtraction Strategies	3	Estimation (C)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
2	Addition and Subtraction Strategies	4	Strategies for Exact Sums and Differences (A)	CCSS.Math.Content.2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
2	Addition and Subtraction Strategies	4	Strategies for Exact Sums and Differences (A)	CCSS.Math.Content.3.NBT.A.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
2	Addition and Subtraction Strategies	5	Strategies for Exact Sums and Differences (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

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2	Addition and Subtraction Strategies	5	Strategies for Exact Sums and Differences (B) CCSS.Math.Content.3.NBT.A.2	Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
2	Addition and Subtraction Strategies	6	Strategies for Exact Sums and Differences (C) CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
2	Addition and Subtraction Strategies	6	Strategies for Exact Sums and Differences (C) CCSS.Math.Content.3.NBT.A.2	Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
2	Addition and Subtraction Strategies	7	Strategies for Exact Sums and Differences (D) CCSS.Math.Content.3.NBT.A.2	Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
2	Addition and Subtraction Strategies	8	Your Choice N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
2	Addition and Subtraction Strategies	9	Using a Standard Addition Algorithm (A) CCSS.Math.Content.2.NBT.A.1	Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.
2	Addition and Subtraction Strategies	9	Using a Standard Addition Algorithm (A) CCSS.Math.Content.3.NBT.A.2	Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
2	Addition and Subtraction Strategies	10	Using a Standard Addition Algorithm (B) CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
2	Addition and Subtraction Strategies	10	Using a Standard Addition Algorithm (B) CCSS.Math.Content.3.NBT.A.2	Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

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2	Addition and Subtraction Strategies	11	Using a Standard Addition Algorithm (C)	<p>CCSS.Math.Content.2.OA.B.2</p> <p>Add and subtract within 20.</p> <p>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
2	Addition and Subtraction Strategies	11	Using a Standard Addition Algorithm (C)	<p>CCSS.Math.Content.3.NBT.A.2</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
2	Addition and Subtraction Strategies	11	Using a Standard Addition Algorithm (C)	<p>CCSS.Math.Content.3.OA.D.8</p> <p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
2	Addition and Subtraction Strategies	12	Using a Standard Addition Algorithm (D)	<p>CCSS.Math.Content.3.NBT.A.2</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
2	Addition and Subtraction Strategies	12	Using a Standard Addition Algorithm (D)	<p>CCSS.Math.Content.3.OA.D.8</p> <p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
2	Addition and Subtraction Strategies	13	Using a Standard Subtraction Algorithm (A)	<p>CCSS.Math.Content.2.NBT.B.7</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p>Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>
2	Addition and Subtraction Strategies	13	Using a Standard Subtraction Algorithm (A)	<p>CCSS.Math.Content.3.NBT.A.2</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
2	Addition and Subtraction Strategies	14	Using a Standard Subtraction Algorithm (B)	<p>CCSS.Math.Content.2.OA.B.2</p> <p>Add and subtract within 20.</p> <p>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>

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2	Addition and Subtraction Strategies	14	Using a Standard Subtraction Algorithm (B)	<p>CCSS.Math.Content.3.NBT.A.2</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
2	Addition and Subtraction Strategies	15	Using a Standard Subtraction Algorithm (C)	<p>CCSS.Math.Content.2.OA.B.2</p> <p>Add and subtract within 20.</p> <p>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
2	Addition and Subtraction Strategies	15	Using a Standard Subtraction Algorithm (C)	<p>CCSS.Math.Content.3.NBT.A.2</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
2	Addition and Subtraction Strategies	16	Using a Standard Subtraction Algorithm (D)	<p>CCSS.Math.Content.2.OA.B.2</p> <p>Add and subtract within 20.</p> <p>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
2	Addition and Subtraction Strategies	16	Using a Standard Subtraction Algorithm (D)	<p>CCSS.Math.Content.3.NBT.A.2</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
2	Addition and Subtraction Strategies	16	Using a Standard Subtraction Algorithm (D)	<p>CCSS.Math.Content.3.OA.D.8</p> <p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
2	Addition and Subtraction Strategies	17	Using a Standard Subtraction Algorithm (E)	<p>CCSS.Math.Content.3.NBT.A.2</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
2	Addition and Subtraction Strategies	17	Using a Standard Subtraction Algorithm (E)	<p>CCSS.Math.Content.3.OA.D.8</p> <p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>

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2	Addition and Subtraction Strategies	18	Perimeter (A)	CCSS.Math.Content.2.NBT.B.6 Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.
2	Addition and Subtraction Strategies	18	Perimeter (A)	CCSS.Math.Content.3.MD.D.8 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
2	Addition and Subtraction Strategies	18	Perimeter (A)	CCSS.Math.Content.3.OA.D.8 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
2	Addition and Subtraction Strategies	19	Perimeter (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
2	Addition and Subtraction Strategies	19	Perimeter (B)	CCSS.Math.Content.3.MD.D.8 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
2	Addition and Subtraction Strategies	20	Perimeter (C)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
2	Addition and Subtraction Strategies	20	Perimeter (C)	CCSS.Math.Content.3.MD.D.8 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

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2	Addition and Subtraction Strategies	20	Perimeter (C)	CCSS.Math.Content.3.OA.D.8	Solve problems involving the four operations, and identify and explain patterns in arithmetic. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
2	Addition and Subtraction Strategies	21	Perimeter (D)	CCSS.Math.Content.3.MD.D.8	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
2	Addition and Subtraction Strategies	22	Big Ideas: Extended Problems	CCSS.Math.Content.3.MD.D.8	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
2	Addition and Subtraction Strategies	22	Big Ideas: Extended Problems	CCSS.Math.Content.3.OA.D.8	Solve problems involving the four operations, and identify and explain patterns in arithmetic. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
2	Addition and Subtraction Strategies	23	Your Choice	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
3	Exploring Multiplication	1	Skip Counting Patterns (A)	CCSS.Math.Content.1.NBT.C.4	Use place value understanding and properties of operations to add and subtract. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
3	Exploring Multiplication	1	Skip Counting Patterns (A)	CCSS.Math.Content.2.NBT.A.2	Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.

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3	Exploring Multiplication	1	Skip Counting Patterns (A)	CCSS.Math.Content.3.OA.D.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
3	Exploring Multiplication	1	Skip Counting Patterns (A)	CCSS.Math.Practice.MP7 Look for and make use of structure.
3	Exploring Multiplication	2	Skip Counting Patterns (B)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
3	Exploring Multiplication	2	Skip Counting Patterns (B)	CCSS.Math.Content.3.OA.D.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
3	Exploring Multiplication	2	Skip Counting Patterns (B)	CCSS.Math.Practice.MP7 Look for and make use of structure.
3	Exploring Multiplication	3	Skip Counting Patterns (C)	CCSS.Math.Content.2.OA.B.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
3	Exploring Multiplication	3	Skip Counting Patterns (C)	CCSS.Math.Content.3.OA.D.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
3	Exploring Multiplication	3	Skip Counting Patterns (C)	CCSS.Math.Practice.MP7 Look for and make use of structure.
3	Exploring Multiplication	4	Skip Counting Patterns (D)	CCSS.Math.Content.2.NBT.A.2 Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.
3	Exploring Multiplication	4	Skip Counting Patterns (D)	CCSS.Math.Content.3.OA.D.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. Represent and solve problems involving multiplication and division.
3	Exploring Multiplication	5	Equal Groups (A)	CCSS.Math.Content.3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. Represent and solve problems involving multiplication and division.
3	Exploring Multiplication	5	Equal Groups (A)	CCSS.Math.Content.3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
3	Exploring Multiplication	5	Equal Groups (A)	CCSS.Math.Content.3.OA.D.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

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3	Exploring Multiplication	6	Equal Groups (B)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
3	Exploring Multiplication	6	Equal Groups (B)	CCSS.Math.Content.3.OA.A.1	Represent and solve problems involving multiplication and division. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
3	Exploring Multiplication	6	Equal Groups (B)	CCSS.Math.Content.3.OA.B.5	Understand properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide.
3	Exploring Multiplication	7	Equal Groups (C)	CCSS.Math.Content.2.OA.B.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
3	Exploring Multiplication	7	Equal Groups (C)	CCSS.Math.Content.3.OA.B.5	Understand properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide.
3	Exploring Multiplication	7	Equal Groups (C)	CCSS.Math.Content.3.OA.C.7	Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3	Exploring Multiplication	8	Equal Groups (D)	CCSS.Math.Content.3.OA.A.1	Represent and solve problems involving multiplication and division. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
3	Exploring Multiplication	8	Equal Groups (D)	CCSS.Math.Content.3.OA.A.4	Represent and solve problems involving multiplication and division. Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
3	Exploring Multiplication	8	Equal Groups (D)	CCSS.Math.Content.3.OA.B.5	Understand properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide.
3	Exploring Multiplication	8	Equal Groups (D)	CCSS.Math.Content.3.OA.C.7	Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3	Exploring Multiplication	9	Multiples of 10 and 5 (A)	CCSS.Math.Content.2.NBT.A.2	Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.

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3	Exploring Multiplication	9	Multiples of 10 and 5 (A)	CCSS.Math.Content.3.NBT.A.3 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
3	Exploring Multiplication	9	Multiples of 10 and 5 (A)	CCSS.Math.Content.3.OA.C.7 Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3	Exploring Multiplication	9	Multiples of 10 and 5 (A)	CCSS.Math.Content.3.OA.D.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
3	Exploring Multiplication	9	Multiples of 10 and 5 (A)	CCSS.Math.Content.K.CC.A.1 Know number names and the count sequence. Count to 100 by ones and by tens.
3	Exploring Multiplication	9	Multiples of 10 and 5 (A)	CCSS.Math.Practice.MP7 Look for and make use of structure.
3	Exploring Multiplication	10	Multiples of 10 and 5 (B)	CCSS.Math.Content.3.OA.C.7 Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3	Exploring Multiplication	10	Multiples of 10 and 5 (B)	CCSS.Math.Content.3.OA.D.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
3	Exploring Multiplication	10	Multiples of 10 and 5 (B)	CCSS.Math.Practice.MP7 Look for and make use of structure.
3	Exploring Multiplication	11	Multiples of 10 and 5 (C)	CCSS.Math.Content.3.NBT.A.3 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
3	Exploring Multiplication	11	Multiples of 10 and 5 (C)	CCSS.Math.Content.3.OA.C.7 Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

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3	Exploring Multiplication	11	Multiples of 10 and 5 (C)	CCSS.Math.Content.3.OA.D.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
3	Exploring Multiplication	12	Big Ideas: Mini-Project	CCSS.Math.Content.3.MD.D.8 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
3	Exploring Multiplication	12	Big Ideas: Mini-Project	CCSS.Math.Content.3.NBT.A.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3	Exploring Multiplication	12	Big Ideas: Mini-Project	CCSS.Math.Practice.MP4 Model with mathematics.
3	Exploring Multiplication	12	Big Ideas: Mini-Project	CCSS.Math.Practice.MP7 Look for and make use of structure.
4	Multiplication Properties and Strategies	1	Multiplication Patterns (A)	CCSS.Math.Content.2.OA.C.3 Work with equal groups of objects to gain foundations for multiplication. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
4	Multiplication Properties and Strategies	1	Multiplication Patterns (A)	CCSS.Math.Content.3.OA.C.7 Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
4	Multiplication Properties and Strategies	1	Multiplication Patterns (A)	CCSS.Math.Content.3.OA.D.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
4	Multiplication Properties and Strategies	2	Multiplication Patterns (B)	CCSS.Math.Content.3.OA.C.7 Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

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4	Multiplication Properties and Strategies	2	Multiplication Patterns (B)	CCSS.Math.Content.3.OA.D.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
4	Multiplication Properties and Strategies	3	Multiplication Patterns (C)	CCSS.Math.Content.3.OA.B.5 Understand properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide.
4	Multiplication Properties and Strategies	3	Multiplication Patterns (C)	CCSS.Math.Content.3.OA.C.7 Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
4	Multiplication Properties and Strategies	4	Multiplication Patterns (D)	CCSS.Math.Content.3.OA.C.7 Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
4	Multiplication Properties and Strategies	4	Multiplication Patterns (D)	CCSS.Math.Content.3.OA.D.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
4	Multiplication Properties and Strategies	5	Multiplication Patterns (E)	CCSS.Math.Content.3.OA.B.5 Understand properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide.
4	Multiplication Properties and Strategies	5	Multiplication Patterns (E)	CCSS.Math.Content.3.OA.C.7 Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
4	Multiplication Properties and Strategies	5	Multiplication Patterns (E)	CCSS.Math.Content.3.OA.D.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
4	Multiplication Properties and Strategies	6	Strategies for Multiplying (A)	CCSS.Math.Content.3.OA.B.5 Understand properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide.

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4	Multiplication Properties and Strategies	7	Strategies for Multiplying (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
4	Multiplication Properties and Strategies	7	Strategies for Multiplying (B)	<p>CCSS.Math.Content.3.OA.D.9</p> <p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p>
4	Multiplication Properties and Strategies	8	Strategies for Multiplying (C)	<p>CCSS.Math.Content.3.OA.A.4</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p>
4	Multiplication Properties and Strategies	8	Strategies for Multiplying (C)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
4	Multiplication Properties and Strategies	9	Strategies for Multiplying (D)	<p>CCSS.Math.Content.3.NBT.A.3</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>
4	Multiplication Properties and Strategies	9	Strategies for Multiplying (D)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
4	Multiplication Properties and Strategies	10	Strategies for Multiplying (E)	<p>CCSS.Math.Content.3.NBT.A.3</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>
4	Multiplication Properties and Strategies	10	Strategies for Multiplying (E)	<p>CCSS.Math.Content.3.OA.A.4</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p>
4	Multiplication Properties and Strategies	10	Strategies for Multiplying (E)	<p>CCSS.Math.Content.3.OA.B.5</p> <p>Understand properties of multiplication and the relationship between multiplication and division.</p> <p>Apply properties of operations as strategies to multiply and divide.</p>

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4	Multiplication Properties and Strategies	10	Strategies for Multiplying (E)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
4	Multiplication Properties and Strategies	11	Your Choice	<p>N/A</p> <p>Students can use this lesson time to do any of the following.</p> <p>Catch up on work from earlier lessons.</p> <p>Practice in Stride.</p> <p>Practice your Math Facts.</p> <p>Prepare for upcoming tests.</p>
4	Multiplication Properties and Strategies	12	Problem Solving with Multiplication (A)	<p>CCSS.Math.Content.3.OA.A.1</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.</p>
4	Multiplication Properties and Strategies	12	Problem Solving with Multiplication (A)	<p>CCSS.Math.Content.3.OA.A.3</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
4	Multiplication Properties and Strategies	12	Problem Solving with Multiplication (A)	<p>CCSS.Math.Content.3.OA.D.8</p> <p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
4	Multiplication Properties and Strategies	13	Problem Solving with Multiplication (B)	<p>CCSS.Math.Content.3.OA.A.3</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
4	Multiplication Properties and Strategies	13	Problem Solving with Multiplication (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
4	Multiplication Properties and Strategies	13	Problem Solving with Multiplication (B)	<p>CCSS.Math.Content.3.OA.D.8</p> <p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>

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4	Multiplication Properties and Strategies	14	Problem Solving with Multiplication (C)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
4	Multiplication Properties and Strategies	14	Problem Solving with Multiplication (C)	<p>CCSS.Math.Content.3.OA.D.8</p> <p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
4	Multiplication Properties and Strategies	15	Problem Solving with Multiplication (D)	<p>CCSS.Math.Content.3.OA.A.1</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.</p>
4	Multiplication Properties and Strategies	15	Problem Solving with Multiplication (D)	<p>CCSS.Math.Content.3.OA.A.3</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
4	Multiplication Properties and Strategies	15	Problem Solving with Multiplication (D)	<p>CCSS.Math.Content.3.OA.D.8</p> <p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
4	Multiplication Properties and Strategies	16	Big Ideas: Extended Problems	<p>CCSS.Math.Content.3.NBT.A.3</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>
4	Multiplication Properties and Strategies	16	Big Ideas: Extended Problems	<p>CCSS.Math.Content.3.OA.A.1</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.</p>
4	Multiplication Properties and Strategies	16	Big Ideas: Extended Problems	<p>CCSS.Math.Content.3.OA.A.4</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p>
4	Multiplication Properties and Strategies	16	Big Ideas: Extended Problems	<p>CCSS.Math.Content.3.OA.B.5</p> <p>Understand properties of multiplication and the relationship between multiplication and division.</p> <p>Apply properties of operations as strategies to multiply and divide.</p>

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4	Multiplication Properties and Strategies	16	Big Ideas: Extended Problems	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
5	Exploring Division	1	Division Concepts (A)	<p>CCSS.Math.Content.3.OA.A.1</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.</p>
5	Exploring Division	1	Division Concepts (A)	<p>CCSS.Math.Content.3.OA.A.2</p> <p>Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.</p>
5	Exploring Division	2	Division Concepts (B)	<p>CCSS.Math.Content.3.OA.A.2</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.</p>
5	Exploring Division	2	Division Concepts (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
5	Exploring Division	3	Division Concepts (C)	<p>CCSS.Math.Content.3.OA.A.2</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.</p>
5	Exploring Division	3	Division Concepts (C)	<p>CCSS.Math.Content.3.OA.B.6</p> <p>Understand properties of multiplication and the relationship between multiplication and division.</p> <p>Understand division as an unknown-factor problem.</p>
5	Exploring Division	3	Division Concepts (C)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
5	Exploring Division	4	Division Concepts (D)	<p>CCSS.Math.Content.3.OA.A.4</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p>

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5	Exploring Division	4	Division Concepts (D)	<p>CCSS.Math.Content.3.OA.B.5</p> <p>Understand properties of multiplication and the relationship between multiplication and division.</p> <p>Apply properties of operations as strategies to multiply and divide.</p>
5	Exploring Division	4	Division Concepts (D)	<p>CCSS.Math.Content.3.OA.B.6</p> <p>Understand properties of multiplication and the relationship between multiplication and division.</p> <p>Understand division as an unknown-factor problem.</p>
5	Exploring Division	4	Division Concepts (D)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
5	Exploring Division	5	Division Concepts (E)	<p>CCSS.Math.Content.3.OA.A.2</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.</p>
5	Exploring Division	5	Division Concepts (E)	<p>CCSS.Math.Content.3.OA.A.4</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p>
5	Exploring Division	5	Division Concepts (E)	<p>CCSS.Math.Content.3.OA.B.5</p> <p>Understand properties of multiplication and the relationship between multiplication and division.</p> <p>Apply properties of operations as strategies to multiply and divide.</p>
5	Exploring Division	5	Division Concepts (E)	<p>CCSS.Math.Content.3.OA.B.6</p> <p>Understand properties of multiplication and the relationship between multiplication and division.</p> <p>Understand division as an unknown-factor problem.</p>
5	Exploring Division	6	Your Choice	<p>N/A</p> <p>Students can use this lesson time to do any of the following.</p> <p>Catch up on work from earlier lessons.</p> <p>Practice in Stride.</p> <p>Practice your Math Facts.</p> <p>Prepare for upcoming tests.</p>
5	Exploring Division	7	Division Patterns (A)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
5	Exploring Division	8	Division Patterns (B)	<p>CCSS.Math.Content.3.OA.B.5</p> <p>Understand properties of multiplication and the relationship between multiplication and division.</p> <p>Apply properties of operations as strategies to multiply and divide.</p>

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5	Exploring Division	8	Division Patterns (B) CCSS.Math.Content.3.OA.C.7	Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
5	Exploring Division	9	Division Patterns (C) CCSS.Math.Content.3.OA.B.5	Understand properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide.
5	Exploring Division	9	Division Patterns (C) CCSS.Math.Content.3.OA.C.7	Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
5	Exploring Division	10	Division Patterns (D) CCSS.Math.Content.3.OA.B.5	Understand properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide.
5	Exploring Division	10	Division Patterns (D) CCSS.Math.Content.3.OA.C.7	Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
5	Exploring Division	11	Big Ideas: Mini-Project CCSS.Math.Content.3.OA.A.1	Represent and solve problems involving multiplication and division. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
5	Exploring Division	11	Big Ideas: Mini-Project CCSS.Math.Content.3.OA.A.2	Represent and solve problems involving multiplication and division. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
5	Exploring Division	11	Big Ideas: Mini-Project CCSS.Math.Content.3.OA.A.3	Represent and solve problems involving multiplication and division. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
5	Exploring Division	11	Big Ideas: Mini-Project CCSS.Math.Practice.MP4	Model with mathematics.
5	Exploring Division	11	Big Ideas: Mini-Project CCSS.Math.Practice.MP7	Look for and make use of structure.
6	Division Equations and Strategies	1	Division Equations (A) CCSS.Math.Content.3.OA.B.5	Understand properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide.

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6	Division Equations and Strategies	1	Division Equations (A)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
6	Division Equations and Strategies	1	Division Equations (A)	<p>CCSS.Math.Content.3.OA.D.9</p> <p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p>
6	Division Equations and Strategies	2	Division Equations (B)	<p>CCSS.Math.Content.3.OA.B.5</p> <p>Understand properties of multiplication and the relationship between multiplication and division.</p> <p>Apply properties of operations as strategies to multiply and divide.</p>
6	Division Equations and Strategies	2	Division Equations (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
6	Division Equations and Strategies	3	Division Equations (C)	<p>CCSS.Math.Content.3.OA.B.5</p> <p>Understand properties of multiplication and the relationship between multiplication and division.</p> <p>Apply properties of operations as strategies to multiply and divide.</p>
6	Division Equations and Strategies	3	Division Equations (C)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
6	Division Equations and Strategies	4	Division Equations (D)	<p>CCSS.Math.Content.3.OA.A.4</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p>
6	Division Equations and Strategies	4	Division Equations (D)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
6	Division Equations and Strategies	5	Division Equations (E)	<p>CCSS.Math.Content.3.OA.A.4</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p>
6	Division Equations and Strategies	5	Division Equations (E)	<p>CCSS.Math.Content.3.OA.B.5</p> <p>Understand properties of multiplication and the relationship between multiplication and division.</p> <p>Apply properties of operations as strategies to multiply and divide.</p>

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6	Division Equations and Strategies	5	Division Equations (E)	CCSS.Math.Content.3.OA.C.7	Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
6	Division Equations and Strategies	6	Your Choice	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
6	Division Equations and Strategies	7	Problem Solving with Division (A)	CCSS.Math.Content.3.OA.A.2	Represent and solve problems involving multiplication and division. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
6	Division Equations and Strategies	7	Problem Solving with Division (A)	CCSS.Math.Content.3.OA.A.3	Represent and solve problems involving multiplication and division. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
6	Division Equations and Strategies	8	Problem Solving with Division (B)	CCSS.Math.Content.3.OA.A.3	Represent and solve problems involving multiplication and division. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
6	Division Equations and Strategies	8	Problem Solving with Division (B)	CCSS.Math.Content.3.OA.C.7	Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
6	Division Equations and Strategies	9	Problem Solving with Division (C)	CCSS.Math.Content.3.OA.C.7	Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
6	Division Equations and Strategies	9	Problem Solving with Division (C)	CCSS.Math.Content.3.OA.D.8	Solve problems involving the four operations, and identify and explain patterns in arithmetic. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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6	Division Equations and Strategies	10	Problem Solving with Division (D)	CCSS.Math.Content.3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
6	Division Equations and Strategies	10	Problem Solving with Division (D)	CCSS.Math.Content.3.OA.D.8 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
6	Division Equations and Strategies	11	Big Ideas: Extended Problems	CCSS.Math.Content.3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
6	Division Equations and Strategies	11	Big Ideas: Extended Problems	CCSS.Math.Content.3.OA.A.4 Represent and solve problems involving multiplication and division. Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
6	Division Equations and Strategies	11	Big Ideas: Extended Problems	CCSS.Math.Content.3.OA.B.5 Understand properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide.
6	Division Equations and Strategies	11	Big Ideas: Extended Problems	CCSS.Math.Content.3.OA.B.6 Understand properties of multiplication and the relationship between multiplication and division. Understand division as an unknown-factor problem.
6	Division Equations and Strategies	11	Big Ideas: Extended Problems	CCSS.Math.Content.3.OA.D.8 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
7	Mid-Year Test	1	Mid-Year Test, Part 1	Multiple All assessed standards covered by this point in the course
7	Mid-Year Test	2	Mid-Year Test, Part 2	Multiple All assessed standards covered by this point in the course
8	Shapes	1	Exploring Shapes and Shared Attributes (A)	CCSS.Math.Content.1.G.A.1 Reason with shapes and their attributes. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

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8	Shapes	1	Exploring Shapes and Shared Attributes (A)	<p>Reason with shapes and their attributes.</p> <p>CCSS.Math.Content.3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>
8	Shapes	2	Exploring Shapes and Shared Attributes (B)	<p>Reason with shapes and their attributes.</p> <p>CCSS.Math.Content.3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>
8	Shapes	2	Exploring Shapes and Shared Attributes (B)	<p>Multiply and divide within 100.</p> <p>CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
8	Shapes	3	Exploring Shapes and Shared Attributes (C)	<p>Reason with shapes and their attributes.</p> <p>CCSS.Math.Content.3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>
8	Shapes	3	Exploring Shapes and Shared Attributes (C)	<p>Multiply and divide within 100.</p> <p>CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
8	Shapes	4	Exploring Shapes and Shared Attributes (D)	<p>Reason with shapes and their attributes.</p> <p>CCSS.Math.Content.3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>
8	Shapes	4	Exploring Shapes and Shared Attributes (D)	<p>Multiply and divide within 100.</p> <p>CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>

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8	Shapes	5	Exploring Shapes and Shared Attributes (E)	CCSS.Math.Content.1.G.A.1 Reason with shapes and their attributes. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
8	Shapes	5	Exploring Shapes and Shared Attributes (E)	CCSS.Math.Content.2.G.A.1 Reason with shapes and their attributes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
8	Shapes	5	Exploring Shapes and Shared Attributes (E)	CCSS.Math.Content.3.G.A.1 Reason with shapes and their attributes. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
8	Shapes	6	Your Choice	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
8	Shapes	7	Polygons (A)	CCSS.Math.Content.3.G.A.1 Reason with shapes and their attributes. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
8	Shapes	8	Polygons (B)	CCSS.Math.Content.3.G.A.1 Reason with shapes and their attributes. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
8	Shapes	8	Polygons (B)	CCSS.Math.Content.3.OA.C.7 Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

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8	Shapes	9	<p>Polygons (C)</p> <p>CCSS.Math.Content.3.G.A.1</p> <p>Reason with shapes and their attributes.</p> <p>Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>
8	Shapes	10	<p>Quadrilaterals (A)</p> <p>CCSS.Math.Content.3.G.A.1</p> <p>Reason with shapes and their attributes.</p> <p>Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>
8	Shapes	11	<p>Quadrilaterals (B)</p> <p>CCSS.Math.Content.3.G.A.1</p> <p>Reason with shapes and their attributes.</p> <p>Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>
8	Shapes	11	<p>Quadrilaterals (B)</p> <p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
8	Shapes	12	<p>Quadrilaterals (C)</p> <p>CCSS.Math.Content.3.G.A.1</p> <p>Reason with shapes and their attributes.</p> <p>Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>
8	Shapes	12	<p>Quadrilaterals (C)</p> <p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>

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8	Shapes	13	Quadrilaterals (D)	<p>Reason with shapes and their attributes.</p> <p>CCSS.Math.Content.3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>
8	Shapes	14	Big Ideas: Challenge Problems	<p>Represent and interpret data.</p> <p>CCSS.Math.Content.3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>
8	Shapes	14	Big Ideas: Challenge Problems	<p>CCSS.Math.Practice.MP.5 Use appropriate tools strategically.</p>
9	Geometric Measurement: Area	1	Area Concepts (A)	<p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>CCSS.Math.Content.3.MD.C.5a Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.</p>
9	Geometric Measurement: Area	1	Area Concepts (A)	<p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>CCSS.Math.Content.3.MD.C.5b Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p>
9	Geometric Measurement: Area	1	Area Concepts (A)	<p>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p> <p>CCSS.Math.Content.3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>
9	Geometric Measurement: Area	2	Area Concepts (B)	<p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>CCSS.Math.Content.3.MD.C.5a Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.</p>

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9	Geometric Measurement: Area	2	Area Concepts (B)	<p>CCSS.Math.Content.3.MD.C.5b</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p>
9	Geometric Measurement: Area	2	Area Concepts (B)	<p>CCSS.Math.Content.3.MD.C.6</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p>Multiply and divide within 100.</p>
9	Geometric Measurement: Area	2	Area Concepts (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
9	Geometric Measurement: Area	3	Area Concepts (C)	<p>CCSS.Math.Content.3.MD.C.5a</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.</p>
9	Geometric Measurement: Area	3	Area Concepts (C)	<p>CCSS.Math.Content.3.MD.C.5b</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p>
9	Geometric Measurement: Area	3	Area Concepts (C)	<p>CCSS.Math.Content.3.MD.C.6</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>
9	Geometric Measurement: Area	4	Big Ideas: Extended Problems	<p>CCSS.Math.Content.3.MD.C.5a</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.</p>

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9	Geometric Measurement: Area	4	Big Ideas: Extended Problems	<p>CCSS.Math.Content.3.MD.C.5b</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p>
9	Geometric Measurement: Area	4	Measuring and Calculating Area (A)	<p>CCSS.Math.Content.3.MD.C.5b</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p>
9	Geometric Measurement: Area	4	Measuring and Calculating Area (A)	<p>CCSS.Math.Content.3.MD.C.6</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>
9	Geometric Measurement: Area	4	Measuring and Calculating Area (A)	<p>CCSS.Math.Content.3.MD.C.7a</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Relate area to the operations of multiplication and addition.</p> <p>Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p>
9	Geometric Measurement: Area	5	Measuring and Calculating Area (B)	<p>CCSS.Math.Content.3.MD.C.5b</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p>
9	Geometric Measurement: Area	5	Measuring and Calculating Area (B)	<p>CCSS.Math.Content.3.MD.C.6</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>
9	Geometric Measurement: Area	5	Measuring and Calculating Area (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>

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9	Geometric Measurement: Area	6	Measuring and Calculating Area (C)	<p>CCSS.Math.Content.3.MD.C.6</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>
9	Geometric Measurement: Area	6	Measuring and Calculating Area (C)	<p>CCSS.Math.Content.3.MD.C.7a</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Relate area to the operations of multiplication and addition.</p> <p>Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p>
9	Geometric Measurement: Area	6	Measuring and Calculating Area (C)	<p>CCSS.Math.Content.3.MD.C.7b</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Relate area to the operations of multiplication and addition.</p> <p>Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p>
9	Geometric Measurement: Area	6	Measuring and Calculating Area (C)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
9	Geometric Measurement: Area	7	Measuring and Calculating Area (D)	<p>CCSS.Math.Content.3.MD.C.5b</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p>
9	Geometric Measurement: Area	7	Measuring and Calculating Area (D)	<p>CCSS.Math.Content.3.MD.C.6</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>
9	Geometric Measurement: Area	7	Measuring and Calculating Area (D)	<p>CCSS.Math.Content.3.MD.C.7a</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Relate area to the operations of multiplication and addition.</p> <p>Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p>

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9	Geometric Measurement: Area	7	Measuring and Calculating Area (D)	<p>CCSS.Math.Content.3.MD.C.7b</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Relate area to the operations of multiplication and addition.</p> <p>Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p>
9	Geometric Measurement: Area	8	Applying Formulas and Properties (A)	<p>CCSS.Math.Content.3.MD.C.7b</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Relate area to the operations of multiplication and addition.</p> <p>Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p>
9	Geometric Measurement: Area	8	Applying Formulas and Properties (A)	<p>CCSS.Math.Content.3.MD.C.7d</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Relate area to the operations of multiplication and addition.</p> <p>Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>
9	Geometric Measurement: Area	9	Applying Formulas and Properties (B)	<p>CCSS.Math.Content.3.MD.C.7b</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Relate area to the operations of multiplication and addition.</p> <p>Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p>
9	Geometric Measurement: Area	9	Applying Formulas and Properties (B)	<p>CCSS.Math.Content.3.OA.A.3</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
9	Geometric Measurement: Area	9	Applying Formulas and Properties (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>

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9	Geometric Measurement: Area	10	Applying Formulas and Properties (C)	<p>CCSS.Math.Content.3.OA.A.3</p> <p>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
9	Geometric Measurement: Area	10	Applying Formulas and Properties (C)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
9	Geometric Measurement: Area	11	Applying Formulas and Properties (D)	<p>CCSS.Math.Content.3.MD.C.7b</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Relate area to the operations of multiplication and addition.</p> <p>Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p>
9	Geometric Measurement: Area	11	Applying Formulas and Properties (D)	<p>CCSS.Math.Content.3.MD.C.7c</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Relate area to the operations of multiplication and addition.</p> <p>Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p>
9	Geometric Measurement: Area	11	Applying Formulas and Properties (D)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
9	Geometric Measurement: Area	12	Applying Formulas and Properties (E)	<p>CCSS.Math.Content.3.MD.C.7b</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Relate area to the operations of multiplication and addition.</p> <p>Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p>

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9	Geometric Measurement: Area	12	Applying Formulas and Properties (E)	<p>CCSS.Math.Content.3.MD.D.8</p> <p>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p> <p>Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>
9	Geometric Measurement: Area	12	Applying Formulas and Properties (E)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
9	Geometric Measurement: Area	13	Applying Formulas and Properties (F)	<p>CCSS.Math.Content.3.MD.C.7b</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Relate area to the operations of multiplication and addition.</p> <p>Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p>
9	Geometric Measurement: Area	13	Applying Formulas and Properties (F)	<p>CCSS.Math.Content.3.MD.C.7c</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Relate area to the operations of multiplication and addition.</p> <p>Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p>
9	Geometric Measurement: Area	13	Applying Formulas and Properties (F)	<p>CCSS.Math.Content.3.MD.C.7d</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Relate area to the operations of multiplication and addition.</p> <p>Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>
9	Geometric Measurement: Area	13	Applying Formulas and Properties (F)	<p>CCSS.Math.Content.3.MD.D.8</p> <p>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p> <p>Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>

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9	Geometric Measurement: Area	13	Applying Formulas and Properties (F)	<p>CCSS.Math.Content.3.OA.A.3</p> <p>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
9	Geometric Measurement: Area	14	Big Ideas: Extended Problems	<p>CCSS.Math.Content.3.G.A.1</p> <p>Reason with shapes and their attributes.</p> <p>Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>
9	Geometric Measurement: Area	14	Big Ideas: Extended Problems	<p>CCSS.Math.Content.3.MD.C.6</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>
9	Geometric Measurement: Area	14	Big Ideas: Extended Problems	<p>CCSS.Math.Content.3.MD.C.7a</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Relate area to the operations of multiplication and addition.</p> <p>Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p>
9	Geometric Measurement: Area	14	Big Ideas: Extended Problems	<p>CCSS.Math.Content.3.MD.C.7b</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Relate area to the operations of multiplication and addition.</p> <p>Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p>
9	Geometric Measurement: Area	14	Big Ideas: Extended Problems	<p>CCSS.Math.Content.3.MD.C.7c</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Relate area to the operations of multiplication and addition.</p> <p>Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p>

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9	Geometric Measurement: Area	14	Big Ideas: Extended Problems	<p>CCSS.Math.Content.3.MD.C.7d</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Relate area to the operations of multiplication and addition.</p> <p>Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>
9	Geometric Measurement: Area	14	Big Ideas: Extended Problems	<p>CCSS.Math.Content.3.MD.D.8</p> <p>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p> <p>Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>
10	Fractions	1	Unit Fractions (A)	<p>CCSS.Math.Content.3.G.A.2</p> <p>Reason with shapes and their attributes.</p> <p>Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.</p>
10	Fractions	1	Unit Fractions (A)	<p>CCSS.Math.Content.3.MD.C.7a</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Relate area to the operations of multiplication and addition.</p> <p>Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p>
10	Fractions	1	Unit Fractions (A)	<p>CCSS.Math.Content.3.NF.A.1</p> <p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p>
10	Fractions	2	Unit Fractions (B)	<p>CCSS.Math.Content.3.NF.A.1</p> <p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p>
10	Fractions	2	Unit Fractions (B)	<p>CCSS.Math.Content.3.NF.A.2a</p> <p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p>

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10	Fractions	2	Unit Fractions (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
10	Fractions	3	Unit Fractions (C)	<p>CCSS.Math.Content.3.NF.A.1</p> <p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p>
10	Fractions	3	Unit Fractions (C)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
10	Fractions	4	Unit Fractions (D)	<p>CCSS.Math.Content.3.G.A.2</p> <p>Reason with shapes and their attributes.</p> <p>Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.</p>
10	Fractions	4	Unit Fractions (D)	<p>CCSS.Math.Content.3.NF.A.1</p> <p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p>
10	Fractions	4	Unit Fractions (D)	<p>CCSS.Math.Content.3.NF.A.2a</p> <p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p>
10	Fractions	5	Your Choice	<p>N/A</p> <p>Students can use this lesson time to do any of the following.</p> <p>Catch up on work from earlier lessons.</p> <p>Practice in Stride.</p> <p>Practice your Math Facts.</p> <p>Prepare for upcoming tests.</p>
10	Fractions	6	Non-Unit Fractions (A)	<p>CCSS.Math.Content.3.NF.A.1</p> <p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p>

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10	Fractions	6	Non-Unit Fractions (A)	<p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p>
10	Fractions	7	Non-Unit Fractions (B)	<p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p>
10	Fractions	7	Non-Unit Fractions (B)	<p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
10	Fractions	8	Non-Unit Fractions (C)	<p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p>
10	Fractions	8	Non-Unit Fractions (C)	<p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p>
10	Fractions	8	Non-Unit Fractions (C)	<p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p>
10	Fractions	8	Non-Unit Fractions (C)	<p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>

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10	Fractions	9	Non-Unit Fractions (D)	<p>CCSS.Math.Content.3.NF.A.1</p> <p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p>
10	Fractions	9	Non-Unit Fractions (D)	<p>CCSS.Math.Content.3.NF.A.2a</p> <p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p>
10	Fractions	9	Non-Unit Fractions (D)	<p>CCSS.Math.Content.3.NF.A.2b</p> <p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p>
10	Fractions	9	Non-Unit Fractions (D)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
10	Fractions	10	Non-Unit Fractions (E)	<p>CCSS.Math.Content.3.NF.A.1</p> <p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p>
10	Fractions	10	Non-Unit Fractions (E)	<p>CCSS.Math.Content.3.NF.A.2a</p> <p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p>
10	Fractions	10	Non-Unit Fractions (E)	<p>CCSS.Math.Content.3.NF.A.2b</p> <p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p>

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10	Fractions	11	Reasoning with Fractions (A) CCSS.Math.Content.3.NF.A.1	Develop understanding of fractions as numbers. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
10	Fractions	11	Reasoning with Fractions (A) CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
10	Fractions	11	Reasoning with Fractions (A) CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
10	Fractions	12	Reasoning with Fractions (B) CCSS.Math.Content.3.NF.A.1	Develop understanding of fractions as numbers. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
10	Fractions	12	Reasoning with Fractions (B) CCSS.Math.Content.3.OA.C.7	Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
10	Fractions	12	Reasoning with Fractions (B) CCSS.Math.Content.6.EE.B.7	Reason about and solve one-variable equations and inequalities. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
10	Fractions	12	Reasoning with Fractions (B) CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
10	Fractions	12	Reasoning with Fractions (B) CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
10	Fractions	13	Reasoning with Fractions (C) CCSS.Math.Content.3.NF.A.1	Develop understanding of fractions as numbers. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
10	Fractions	13	Reasoning with Fractions (C) CCSS.Math.Content.3.OA.C.7	Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
10	Fractions	13	Reasoning with Fractions (C) CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
10	Fractions	13	Reasoning with Fractions (C) CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
10	Fractions	14	Reasoning with Fractions (D) CCSS.Math.Content.3.NF.A.1	Develop understanding of fractions as numbers. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

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10	Fractions	15	Big Ideas: Challenge Problems	<p>CCSS.Math.Content.3.MD.B.3</p> <p>Represent and interpret data.</p> <p>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.</p>
11	Equivalent Fractions and Comparisons	1	Fraction Equivalence (A)	<p>CCSS.Math.Content.3.NF.A.3a</p> <p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>
11	Equivalent Fractions and Comparisons	1	Fraction Equivalence (A)	<p>CCSS.Math.Content.3.NF.A.3b</p> <p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p>
11	Equivalent Fractions and Comparisons	2	Fraction Equivalence (B)	<p>CCSS.Math.Content.3.NF.A.3a</p> <p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>
11	Equivalent Fractions and Comparisons	2	Fraction Equivalence (B)	<p>CCSS.Math.Content.3.NF.A.3b</p> <p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p>
11	Equivalent Fractions and Comparisons	2	Fraction Equivalence (B)	<p>CCSS.Math.Content.3.OA.A.3</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>

Attachment 28 - ACAD				
11	Equivalent Fractions and Comparisons	2	Fraction Equivalence (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
11	Equivalent Fractions and Comparisons	3	Fraction Equivalence (C)	<p>CCSS.Math.Content.3.NF.A.3a</p> <p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>
11	Equivalent Fractions and Comparisons	3	Fraction Equivalence (C)	<p>CCSS.Math.Content.3.NF.A.3b</p> <p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p>
11	Equivalent Fractions and Comparisons	3	Fraction Equivalence (C)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
11	Equivalent Fractions and Comparisons	4	Fraction Equivalence (D)	<p>CCSS.Math.Content.3.NF.A.3a</p> <p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>
11	Equivalent Fractions and Comparisons	4	Fraction Equivalence (D)	<p>CCSS.Math.Content.3.NF.A.3b</p> <p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p>

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11	Equivalent Fractions and Comparisons	4	Fraction Equivalence (D)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
11	Equivalent Fractions and Comparisons	5	Fraction Equivalence (E)	<p>CCSS.Math.Content.3.NF.A.3a</p> <p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>
11	Equivalent Fractions and Comparisons	5	Fraction Equivalence (E)	<p>CCSS.Math.Content.3.NF.A.3b</p> <p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p>
11	Equivalent Fractions and Comparisons	6	Your Choice	<p>N/A</p> <p>Students can use this lesson time to do any of the following.</p> <p>Catch up on work from earlier lessons.</p> <p>Practice in Stride.</p> <p>Practice your Math Facts.</p> <p>Prepare for upcoming tests.</p>
11	Equivalent Fractions and Comparisons	7	Fractions and Whole Numbers (A)	<p>CCSS.Math.Content.3.NF.A.3c</p> <p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</p>
11	Equivalent Fractions and Comparisons	8	Fractions and Whole Numbers (B)	<p>CCSS.Math.Content.3.NF.A.2a</p> <p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p>

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11	Equivalent Fractions and Comparisons	8	Fractions and Whole Numbers (B)	<p>CCSS.Math.Content.3.NF.A.2b</p> <p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p>
11	Equivalent Fractions and Comparisons	8	Fractions and Whole Numbers (B)	<p>CCSS.Math.Content.3.NF.A.3c</p> <p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</p>
11	Equivalent Fractions and Comparisons	8	Fractions and Whole Numbers (B)	<p>CCSS.Math.Content.3.NF.A.3d</p> <p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
11	Equivalent Fractions and Comparisons	8	Fractions and Whole Numbers (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
11	Equivalent Fractions and Comparisons	9	Fractions and Whole Numbers (C)	<p>CCSS.Math.Content.3.NF.A.2a</p> <p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p>
11	Equivalent Fractions and Comparisons	9	Fractions and Whole Numbers (C)	<p>CCSS.Math.Content.3.NF.A.2b</p> <p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p>

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11	Equivalent Fractions and Comparisons	9	Fractions and Whole Numbers (C)	<p>CCSS.Math.Content.3.NF.A.3c</p> <p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</p>
11	Equivalent Fractions and Comparisons	9	Fractions and Whole Numbers (C)	<p>CCSS.Math.Content.3.NF.A.3d</p> <p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
11	Equivalent Fractions and Comparisons	10	Compare Fractions (A)	<p>CCSS.Math.Content.2.NBT.A.4</p> <p>Understand place value.</p> <p>Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>
11	Equivalent Fractions and Comparisons	10	Compare Fractions (A)	<p>CCSS.Math.Content.3.NF.A.3d</p> <p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
11	Equivalent Fractions and Comparisons	10	Compare Fractions (A)	<p>CCSS.Math.Practice.MP3</p> <p>Construct viable arguments and critique the reasoning of others.</p>
11	Equivalent Fractions and Comparisons	10	Compare Fractions (A)	<p>CCSS.Math.Practice.MP8</p> <p>Look for and express regularity in repeated reasoning.</p>
11	Equivalent Fractions and Comparisons	11	Compare Fractions (B)	<p>CCSS.Math.Content.3.NF.A.3d</p> <p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>

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11	Equivalent Fractions and Comparisons	11	Compare Fractions (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
11	Equivalent Fractions and Comparisons	11	Compare Fractions (B)	<p>CCSS.Math.Practice.MP3</p> <p>Construct viable arguments and critique the reasoning of others.</p>
11	Equivalent Fractions and Comparisons	11	Compare Fractions (B)	<p>CCSS.Math.Practice.MP8</p> <p>Look for and express regularity in repeated reasoning.</p>
11	Equivalent Fractions and Comparisons	12	Compare Fractions (C)	<p>CCSS.Math.Content.3.NF.A.3d</p> <p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
11	Equivalent Fractions and Comparisons	13	Big Ideas: Extended Problems	<p>CCSS.Math.Content.3.G.A.2</p> <p>Reason with shapes and their attributes.</p> <p>Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.</p>
11	Equivalent Fractions and Comparisons	13	Big Ideas: Extended Problems	<p>CCSS.Math.Content.3.NF.A.1</p> <p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p>
11	Equivalent Fractions and Comparisons	13	Big Ideas: Extended Problems	<p>CCSS.Math.Content.3.NF.A.2a</p> <p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p>
11	Equivalent Fractions and Comparisons	13	Big Ideas: Extended Problems	<p>CCSS.Math.Content.3.NF.A.3a</p> <p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>

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11	Equivalent Fractions and Comparisons	13	Big Ideas: Extended Problems	<p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p>
11	Equivalent Fractions and Comparisons	13	Big Ideas: Extended Problems	<p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</p>
11	Equivalent Fractions and Comparisons	13	Big Ideas: Extended Problems	<p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
12	Measurement: Time and Length	1	Clock Time and Units of Time (A)	<p>Work with time and money.</p> <p>Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>
12	Measurement: Time and Length	1	Clock Time and Units of Time (A)	<p>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p> <p>Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p>
12	Measurement: Time and Length	2	Clock Time and Units of Time (B)	<p>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p> <p>Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p>
12	Measurement: Time and Length	2	Clock Time and Units of Time (B)	<p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>

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12	Measurement: Time and Length	3	Clock Time and Units of Time (C)	<p>CCSS.Math.Content.3.MD.A.1</p> <p>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p> <p>Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p>
12	Measurement: Time and Length	3	Clock Time and Units of Time (C)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
12	Measurement: Time and Length	4	Clock Time and Units of Time (D)	<p>CCSS.Math.Content.3.MD.A.1</p> <p>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p> <p>Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p>
12	Measurement: Time and Length	4	Clock Time and Units of Time (D)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
12	Measurement: Time and Length	5	Clock Time and Units of Time (E)	<p>CCSS.Math.Content.3.MD.A.1</p> <p>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p> <p>Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p>
12	Measurement: Time and Length	6	Measuring Length (A)	<p>CCSS.Math.Content.2.MD.A.3</p> <p>Measure and estimate lengths in standard units.</p> <p>Estimate lengths using units of inches, feet, centimeters, and meters.</p>
12	Measurement: Time and Length	6	Measuring Length (A)	<p>CCSS.Math.Content.3.MD.B.4</p> <p>Represent and interpret data.</p> <p>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>
12	Measurement: Time and Length	7	Measuring Length (B)	<p>CCSS.Math.Content.3.OA.A.3</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>

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12	Measurement: Time and Length	7	Measuring Length (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
12	Measurement: Time and Length	8	Measuring Length (C)	<p>CCSS.Math.Content.3.OA.A.3</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
12	Measurement: Time and Length	8	Measuring Length (C)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
12	Measurement: Time and Length	9	Measuring Length (D)	<p>CCSS.Math.Content.3.MD.B.4</p> <p>Represent and interpret data.</p> <p>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>
12	Measurement: Time and Length	9	Measuring Length (D)	<p>CCSS.Math.Content.3.OA.A.3</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
12	Measurement: Time and Length	10	Big Ideas: Mini-Project	<p>CCSS.Math.Content.3.G.A.2</p> <p>Reason with shapes and their attributes.</p> <p>Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.</p>
12	Measurement: Time and Length	10	Big Ideas: Mini-Project	<p>CCSS.Math.Content.3.NF.A.1</p> <p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p>
12	Measurement: Time and Length	10	Big Ideas: Mini-Project	<p>CCSS.Math.Content.3.NF.A.3b</p> <p>Develop understanding of fractions as numbers.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p>
12	Measurement: Time and Length	10	Big Ideas: Mini-Project	<p>CCSS.Math.Practice.MP1</p> <p>Make sense of problems and persevere in solving them.</p>

12	Measurement: Time and Length	10	Big Ideas: Mini-Project	CCSS.Math.Practice.MP4	Model with mathematics.
12	Measurement: Time and Length	10	Big Ideas: Mini-Project	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
13	Measurement: Liquid Volume and Mass	1	Liquid Volume (A)	CCSS.Math.Content.3.MD.A.2	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
13	Measurement: Liquid Volume and Mass	1	Liquid Volume (A)	CCSS.Math.Content.3.MD.B.4	Represent and interpret data. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
13	Measurement: Liquid Volume and Mass	2	Liquid Volume (B)	CCSS.Math.Content.3.MD.A.2	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
13	Measurement: Liquid Volume and Mass	2	Liquid Volume (B)	CCSS.Math.Content.3.OA.C.7	Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
13	Measurement: Liquid Volume and Mass	3	Liquid Volume (C)	CCSS.Math.Content.3.MD.A.2	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
13	Measurement: Liquid Volume and Mass	3	Liquid Volume (C)	CCSS.Math.Content.3.OA.C.7	Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

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13	Measurement: Liquid Volume and Mass	4	Liquid Volume (D)	CCSS.Math.Content.3.MD.A.2 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
13	Measurement: Liquid Volume and Mass	5	Mass (A)	CCSS.Math.Content.3.MD.A.2 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
13	Measurement: Liquid Volume and Mass	6	Mass (B)	CCSS.Math.Content.3.MD.A.2 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
13	Measurement: Liquid Volume and Mass	6	Mass (B)	CCSS.Math.Content.3.OA.C.7 Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
13	Measurement: Liquid Volume and Mass	7	Mass (C)	CCSS.Math.Content.3.MD.A.2 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
13	Measurement: Liquid Volume and Mass	7	Mass (C)	CCSS.Math.Content.3.OA.C.7 Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

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13	Measurement: Liquid Volume and Mass	8	Mass (D)	CCSS.Math.Content.3.MD.A.2 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
13	Measurement: Liquid Volume and Mass	9	Big Ideas: Mini-Project	CCSS.Math.Content.3.NBT.A.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
13	Measurement: Liquid Volume and Mass	9	Big Ideas: Mini-Project	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
13	Measurement: Liquid Volume and Mass	9	Big Ideas: Mini-Project	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
13	Measurement: Liquid Volume and Mass	9	Big Ideas: Mini-Project	CCSS.Math.Practice.MP6 Attend to precision.
14	Data Displays	1	Picture and Bar Graphs (A)	CCSS.Math.Content.3.MD.B.3 Represent and interpret data. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
14	Data Displays	1	Picture and Bar Graphs (A)	CCSS.Math.Content.3.OA.D.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
14	Data Displays	1	Picture and Bar Graphs (A)	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
14	Data Displays	2	Picture and Bar Graphs (B)	CCSS.Math.Content.3.MD.B.3 Represent and interpret data. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
14	Data Displays	2	Picture and Bar Graphs (B)	CCSS.Math.Content.3.OA.C.7 Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

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14	Data Displays	3	Picture and Bar Graphs (C)	<p>CCSS.Math.Content.3.MD.B.3</p> <p>Represent and interpret data.</p> <p>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.</p>
14	Data Displays	3	Picture and Bar Graphs (C)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
14	Data Displays	4	Picture and Bar Graphs (D)	<p>CCSS.Math.Content.3.MD.B.3</p> <p>Represent and interpret data.</p> <p>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.</p>
14	Data Displays	4	Picture and Bar Graphs (D)	<p>CCSS.Math.Content.3.MD.B.4</p> <p>Represent and interpret data.</p> <p>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>
14	Data Displays	4	Picture and Bar Graphs (D)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
14	Data Displays	5	Picture and Bar Graphs (E)	<p>CCSS.Math.Content.3.MD.B.3</p> <p>Represent and interpret data.</p> <p>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.</p>
14	Data Displays	6	Line Plots (A)	<p>CCSS.Math.Content.3.MD.B.4</p> <p>Represent and interpret data.</p> <p>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>

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14	Data Displays	6	Line Plots (A)	<p>Develop understanding of fractions as numbers.</p> <p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.</p>
14	Data Displays	7	Line Plots (B)	<p>Represent and interpret data.</p> <p>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>
14	Data Displays	7	Line Plots (B)	<p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
14	Data Displays	8	Line Plots (C)	<p>Represent and interpret data.</p> <p>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>
14	Data Displays	8	Line Plots (C)	<p>Multiply and divide within 100.</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
14	Data Displays	9	Line Plots (D)	<p>Represent and interpret data.</p> <p>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>
14	Data Displays	10	Big Ideas: Extended Problems	<p>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p> <p>Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p>

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14	Data Displays	10	Big Ideas: Extended Problems	CCSS.Math.Content.3.MD.A.2 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
14	Data Displays	10	Big Ideas: Extended Problems	CCSS.Math.Content.3.MD.B.3 Represent and interpret data. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
14	Data Displays	10	Big Ideas: Extended Problems	CCSS.Math.Content.3.MD.B.4 Represent and interpret data. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
15	End-of-Year Project	1	End-of-Year Project (A)	CCSS.Math.Content.3.MD.A.2 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
15	End-of-Year Project	1	End-of-Year Project (A)	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
15	End-of-Year Project	1	End-of-Year Project (A)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
15	End-of-Year Project	1	End-of-Year Project (A)	CCSS.Math.Practice.MP4 Model with mathematics.
15	End-of-Year Project	1	End-of-Year Project (A)	CCSS.Math.Practice.MP6 Attend to precision.
15	End-of-Year Project	1	End-of-Year Project (A)	CCSS.Math.Practice.MP7 Look for and make use of structure.
15	End-of-Year Project	2	End-of-Year Project (B)	CCSS.Math.Content.3.MD.A.2 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
15	End-of-Year Project	2	End-of-Year Project (B)	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
15	End-of-Year Project	2	End-of-Year Project (B)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.

15	End-of-Year Project	2	End-of-Year Project (A)	CCSS.Math.Practice.MP4	Model with mathematics.
15	End-of-Year Project	2	End-of-Year Project (B)	CCSS.Math.Practice.MP6	Attend to precision.
15	End-of-Year Project	2	End-of-Year Project (B)	CCSS.Math.Practice.MP7	Look for and make use of structure.
15	End-of-Year Project	3	End-of-Year Project (C)	CCSS.Math.Content.3.MD.A.2	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
15	End-of-Year Project	3	End-of-Year Project (C)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
15	End-of-Year Project	3	End-of-Year Project (C)	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
15	End-of-Year Project	3	End-of-Year Project (C)	CCSS.Math.Practice.MP4	Model with mathematics.
15	End-of-Year Project	3	End-of-Year Project (C)	CCSS.Math.Practice.MP6	Attend to precision.
15	End-of-Year Project	3	End-of-Year Project (C)	CCSS.Math.Practice.MP7	Look for and make use of structure.
16	End-of-Year Test	1	End-of-Year Test, Part 1	Multiple	All assessed standards covered by this point in the course
16	End-of-Year Test	2	End-of-Year Test, Part 2	Multiple	All assessed standards covered by this point in the course



Common Core State Standards for Mathematics: Grade 4
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Compared to Math 4 Summit



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Whole Number Sense	1	Comparing with Multiplication and Division (A)	CCSS.Math.Content.3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
1	Whole Number Sense	1	Comparing with Multiplication and Division (A)	CCSS.Math.Content.4.OA.A.1	Use the four operations with whole numbers to solve problems. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
1	Whole Number Sense	1	Comparing with Multiplication and Division (A)	CCSS.Math.Content.4.OA.A.2	Use the four operations with whole numbers to solve problems. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
1	Whole Number Sense	1	Comparing with Multiplication and Division (A)	CCSS.Math.Content.4.OA.A.3	Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
1	Whole Number Sense	2	Comparing with Multiplication and Division (B)	CCSS.Math.Content.3.OA.A.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
1	Whole Number Sense	2	Comparing with Multiplication and Division (B)	CCSS.Math.Content.4.OA.A.1	Use the four operations with whole numbers to solve problems. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
1	Whole Number Sense	2	Comparing with Multiplication and Division (B)	CCSS.Math.Content.4.OA.A.2	Use the four operations with whole numbers to solve problems. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
1	Whole Number Sense	2	Comparing with Multiplication and Division (B)	CCSS.Math.Content.4.OA.A.3	Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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1	Whole Number Sense	3	Comparing with Multiplication and Division (C)	CCSS.Math.Content.3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
1	Whole Number Sense	3	Comparing with Multiplication and Division (C)	CCSS.Math.Content.4.OA.A.1	Use the four operations with whole numbers to solve problems. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
1	Whole Number Sense	3	Comparing with Multiplication and Division (C)	CCSS.Math.Content.4.OA.A.2	Use the four operations with whole numbers to solve problems. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
1	Whole Number Sense	3	Comparing with Multiplication and Division (C)	CCSS.Math.Content.4.OA.A.3	Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
1	Whole Number Sense	3	Comparing with Multiplication and Division (C)	CCSS.Math.Practice.MP.1	Make sense of problems and persevere in solving them.
1	Whole Number Sense	3	Comparing with Multiplication and Division (C)	CCSS.Math.Practice.MP.2	Reason abstractly and quantitatively.
1	Whole Number Sense	3	Comparing with Multiplication and Division (C)	CCSS.Math.Practice.MP.4	Model with mathematics.
1	Whole Number Sense	3	Comparing with Multiplication and Division (C)	CCSS.Math.Practice.MP.5	Use appropriate tools strategically.
1	Whole Number Sense	3	Comparing with Multiplication and Division (C)	CCSS.Math.Practice.MP.6	Attend to precision.
1	Whole Number Sense	4	Multiples and Factors (A)	CCSS.Math.Content.3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
1	Whole Number Sense	4	Multiples and Factors (A)	CCSS.Math.Content.4.OA.C.5	Generate and analyze patterns. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
1	Whole Number Sense	4	Multiples and Factors (A)	CCSS.Math.Practice.MP.7	Look for and make use of structure.
1	Whole Number Sense	4	Multiples and Factors (A)	CCSS.Math.Practice.MP.8	Look for and express regularity in repeated reasoning.
1	Whole Number Sense	5	Multiples and Factors (B)	CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

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1	Whole Number Sense	5	Multiples and Factors (B)	CCSS.Math.Content.4.O A.C.5 Generate and analyze patterns. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
1	Whole Number Sense	5	Multiples and Factors (B)	CCSS.Math.Practice.MP 7 Look for and make use of structure.
1	Whole Number Sense	5	Multiples and Factors (B)	CCSS.Math.Practice.MP 8 Look for and express regularity in repeated reasoning.
1	Whole Number Sense	6	Multiples and Factors (C)	CCSS.Math.Content.3.O A.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
1	Whole Number Sense	6	Multiples and Factors (C)	CCSS.Math.Content.4.O A.B.4 Gain familiarity with factors and multiples. Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number in the range 1—100 is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.
1	Whole Number Sense	6	Multiples and Factors (C)	CCSS.Math.Practice.MP 7 Look for and make use of structure.
1	Whole Number Sense	6	Multiples and Factors (C)	CCSS.Math.Practice.MP 8 Look for and express regularity in repeated reasoning.
1	Whole Number Sense	7	Multiples and Factors (D)	CCSS.Math.Content.3.O A.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
1	Whole Number Sense	7	Multiples and Factors (D)	CCSS.Math.Content.4. MD.B.4 Represent and interpret data. Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
1	Whole Number Sense	7	Multiples and Factors (D)	CCSS.Math.Content.4.O A.B.4 Gain familiarity with factors and multiples. Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number in the range 1—100 is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.
1	Whole Number Sense	8	Multiples and Factors (E)	CCSS.Math.Content.4.O A.B.4 Gain familiarity with factors and multiples. Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number in the range 1—100 is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.

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1	Whole Number Sense	8	Multiples and Factors (E)	CCSS.Math.Content.4.O A.C.5 Generate and analyze patterns. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
1	Whole Number Sense	9	Comparing with Larger Numbers (A)	CCSS.Math.Content.2.N BT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
1	Whole Number Sense	9	Comparing with Larger Numbers (A)	CCSS.Math.Content.4.N BT.A.2 Generalize place value understanding for multi-digit whole numbers. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
1	Whole Number Sense	10	Comparing with Larger Numbers (B)	CCSS.Math.Content.3.O A.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
1	Whole Number Sense	10	Comparing with Larger Numbers (B)	CCSS.Math.Content.4.N BT.A.2 Generalize place value understanding for multi-digit whole numbers. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
1	Whole Number Sense	11	Comparing with Larger Numbers (C)	CCSS.Math.Content.4.N BT.A.2 Generalize place value understanding for multi-digit whole numbers. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
1	Whole Number Sense	12	Big Ideas: Mini-Project	CCSS.Math.Content.4.O A.B.4 Gain familiarity with factors and multiples. Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.
1	Whole Number Sense	12	Big Ideas: Mini-Project	CCSS.Math.Content.4.O A.C.5 Generate and analyze patterns. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
1	Whole Number Sense	12	Big Ideas: Mini-Project	CCSS.Math.Practice.MP 3 Construct viable arguments and critique the reasoning of others.
2	Multiplication with Fractions	1	Multiplying a Fraction by a Whole Number (A)	CCSS.Math.Content.3.N F.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

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2	Multiplication with Fractions	1	<p>Multiplying a Fraction by a Whole Number (A)</p> <p>CCSS.Math.Content.4.NF.B.4a</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>Understand a fraction a/b as a multiple of $1/b$.</p>
2	Multiplication with Fractions	1	<p>Multiplying a Fraction by a Whole Number (A)</p> <p>CCSS.Math.Content.4.NF.B.4c</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.</p>
2	Multiplication with Fractions	2	<p>Multiplying a Fraction by a Whole Number (B)</p> <p>CCSS.Math.Content.3.OA.A.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
2	Multiplication with Fractions	2	<p>Multiplying a Fraction by a Whole Number (B)</p> <p>CCSS.Math.Content.4.NF.B.4b</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number.</p>
2	Multiplication with Fractions	3	<p>Multiplying a Fraction by a Whole Number (C)</p> <p>CCSS.Math.Content.3.OA.A.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
2	Multiplication with Fractions	3	<p>Multiplying a Fraction by a Whole Number (C)</p> <p>CCSS.Math.Content.4.NF.B.4a</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>Understand a fraction a/b as a multiple of $1/b$.</p>
2	Multiplication with Fractions	3	<p>Multiplying a Fraction by a Whole Number (C)</p> <p>CCSS.Math.Content.4.NF.B.4b</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number.</p>

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2	Multiplication with Fractions	3	Multiplying a Fraction by a Whole Number (C)	CCSS.Math.Content.4.NF.B.4c Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
2	Multiplication with Fractions	3	Multiplying a Fraction by a Whole Number (C)	CCSS.Math.Content.4.OA.A.3 Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
2	Multiplication with Fractions	4	Multiplying a Fraction by a Whole Number (D)	CCSS.Math.Content.4.NF.B.4a Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Understand a fraction a/b as a multiple of $1/b$.
2	Multiplication with Fractions	4	Multiplying a Fraction by a Whole Number (D)	CCSS.Math.Content.4.NF.B.4b Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number.
2	Multiplication with Fractions	4	Multiplying a Fraction by a Whole Number (D)	CCSS.Math.Content.4.NF.B.4c Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
2	Multiplication with Fractions	4	Multiplying a Fraction by a Whole Number (D)	CCSS.Math.Practice.MP.1 Make sense of problems and persevere in solving them.
2	Multiplication with Fractions	4	Multiplying a Fraction by a Whole Number (D)	CCSS.Math.Practice.MP.2 Reason abstractly and quantitatively.
2	Multiplication with Fractions	4	Multiplying a Fraction by a Whole Number (D)	CCSS.Math.Practice.MP.4 Model with mathematics.
2	Multiplication with Fractions	4	Multiplying a Fraction by a Whole Number (D)	CCSS.Math.Practice.MP.5 Use appropriate tools strategically.

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2	Multiplication with Fractions	4	Multiplying a Fraction by a Whole Number (D)	CCSS.Math.Practice.MP.6	Attend to precision.
2	Multiplication with Fractions	5	Your Choice	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
2	Multiplication with Fractions	6	Fractions Greater Than One (A)	CCSS.Math.Content.3.NF.A.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
2	Multiplication with Fractions	6	Fractions Greater Than One (A)	CCSS.Math.Content.4.NF.B.3c	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
2	Multiplication with Fractions	6	Fractions Greater Than One (A)	CCSS.Math.Content.4.NF.B.4a	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Understand a fraction a/b as a multiple of $1/b$.
2	Multiplication with Fractions	7	Fractions Greater Than One (B)	CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
2	Multiplication with Fractions	7	Fractions Greater Than One (B)	CCSS.Math.Content.4.NF.B.3c	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
2	Multiplication with Fractions	7	Fractions Greater Than One (B)	CCSS.Math.Content.4.NF.B.4c	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.

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2	Multiplication with Fractions	8	Fractions Greater Than One (C)	<p>CCSS.Math.Content.4.NF.B.3c</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p>
2	Multiplication with Fractions	8	Fractions Greater Than One (C)	<p>CCSS.Math.Content.4.NF.B.4c</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.</p>
2	Multiplication with Fractions	9	Big Ideas: Extended Problems	<p>CCSS.Math.Content.4.NF.B.4c</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.</p>
2	Multiplication with Fractions	9	Big Ideas: Extended Problems	<p>CCSS.Math.Content.4.OA.A.2</p> <p>Use the four operations with whole numbers to solve problems.</p> <p>Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p>
2	Multiplication with Fractions	9	Big Ideas: Extended Problems	<p>CCSS.Math.Content.4.OA.C.5</p> <p>Generate and analyze patterns.</p> <p>Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.</p>
3	Equivalent Fractions and Comparison	1	Equivalent Fractions Concepts (A)	<p>CCSS.Math.Content.3.NF.A.1</p> <p>Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p>
3	Equivalent Fractions and Comparison	1	Equivalent Fractions Concepts (A)	<p>CCSS.Math.Content.4.NF.A.1</p> <p>Extend understanding of fraction equivalence and ordering.</p> <p>Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p>

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3	Equivalent Fractions and Comparison	2	Equivalent Fractions Concepts (B)	CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3	Equivalent Fractions and Comparison	2	Equivalent Fractions Concepts (B)	CCSS.Math.Content.4.NF.A.1	Extend understanding of fraction equivalence and ordering. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
3	Equivalent Fractions and Comparison	3	Equivalent Fractions Concepts (C)	CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3	Equivalent Fractions and Comparison	3	Equivalent Fractions Concepts (C)	CCSS.Math.Content.4.NF.A.1	Extend understanding of fraction equivalence and ordering. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
3	Equivalent Fractions and Comparison	4	Equivalent Fractions Concepts (D)	CCSS.Math.Content.4.NF.A.1	Extend understanding of fraction equivalence and ordering. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
3	Equivalent Fractions and Comparison	5	Creating Equivalent Fractions (A)	CCSS.Math.Content.4.NF.A.1	Extend understanding of fraction equivalence and ordering. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
3	Equivalent Fractions and Comparison	5	Creating Equivalent Fractions (A)	CCSS.Math.Content.4.OA.B.4	Gain familiarity with factors and multiples. Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.
3	Equivalent Fractions and Comparison	6	Creating Equivalent Fractions (B)	CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

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3	Equivalent Fractions and Comparison	6	Creating Equivalent Fractions (B)	<p>CCSS.Math.Content.4.NF.A.1</p> <p>Extend understanding of fraction equivalence and ordering.</p> <p>Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p>
3	Equivalent Fractions and Comparison	7	Creating Equivalent Fractions (C)	<p>CCSS.Math.Content.4.NF.A.1</p> <p>Extend understanding of fraction equivalence and ordering.</p> <p>Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p>
3	Equivalent Fractions and Comparison	8	Comparing Fractions (A)	<p>CCSS.Math.Content.3.NF.A.3d</p> <p>Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
3	Equivalent Fractions and Comparison	8	Comparing Fractions (A)	<p>CCSS.Math.Content.4.NF.A.2</p> <p>Extend understanding of fraction equivalence and ordering.</p> <p>Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
3	Equivalent Fractions and Comparison	8	Comparing Fractions (A)	<p>CCSS.Math.Content.4.NF.C.6</p> <p>Understand decimal notation for fractions, and compare decimal fractions.</p> <p>Use decimal notation for fractions with denominators 10 or 100.</p>
3	Equivalent Fractions and Comparison	9	Comparing Fractions (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
3	Equivalent Fractions and Comparison	9	Comparing Fractions (B)	<p>CCSS.Math.Content.4.NF.A.2</p> <p>Extend understanding of fraction equivalence and ordering.</p> <p>Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
3	Equivalent Fractions and Comparison	10	Comparing Fractions (C)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>

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3	Equivalent Fractions and Comparison	10	Comparing Fractions (C)	<p>Extend understanding of fraction equivalence and ordering.</p> <p>CCSS.Math.Content.4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
3	Equivalent Fractions and Comparison	11	Comparing Fractions (D)	<p>CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
3	Equivalent Fractions and Comparison	11	Comparing Fractions (D)	<p>Extend understanding of fraction equivalence and ordering.</p> <p>CCSS.Math.Content.4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
3	Equivalent Fractions and Comparison	12	Comparing Fractions (E)	<p>Extend understanding of fraction equivalence and ordering.</p> <p>CCSS.Math.Content.4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
3	Equivalent Fractions and Comparison	13	Big Ideas: Mini-Project	<p>Extend understanding of fraction equivalence and ordering.</p> <p>CCSS.Math.Content.4.NF.A.1 Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{n \times a}{n \times b}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p>
3	Equivalent Fractions and Comparison	13	Big Ideas: Mini-Project	<p>Extend understanding of fraction equivalence and ordering.</p> <p>CCSS.Math.Content.4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
3	Equivalent Fractions and Comparison	13	Big Ideas: Mini-Project	<p>Gain familiarity with factors and multiples.</p> <p>CCSS.Math.Content.4.OA.B.4 Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.</p>

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3	Equivalent Fractions and Comparison	13	Big Ideas: Mini-Project	CCSS.Math.Practice.MP 1	Make sense of problems and persevere in solving them.
3	Equivalent Fractions and Comparison	13	Big Ideas: Mini-Project	CCSS.Math.Practice.MP 2	Reason abstractly and quantitatively.
3	Equivalent Fractions and Comparison	13	Big Ideas: Mini-Project	CCSS.Math.Practice.MP 3	Construct viable arguments and critique the reasoning of others.
3	Equivalent Fractions and Comparison	13	Big Ideas: Mini-Project	CCSS.Math.Practice.MP 4	Model with mathematics.
3	Equivalent Fractions and Comparison	13	Big Ideas: Mini-Project	CCSS.Math.Practice.MP 5	Use appropriate tools strategically.
3	Equivalent Fractions and Comparison	13	Big Ideas: Mini-Project	CCSS.Math.Practice.MP 6	Attend to precision.
4	Angles and Their Measurements	1	Concepts of Angle Size (A)	CCSS.Math.Content.3. MD.B.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
4	Angles and Their Measurements	1	Concepts of Angle Size (A)	CCSS.Math.Content.4.G .A.1	Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
4	Angles and Their Measurements	1	Concepts of Angle Size (A)	CCSS.Math.Content.4. MD.C.5a	Geometric measurement: understand concepts of angle and measure angles. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a "one-degree angle," and can be used to measure angles.
4	Angles and Their Measurements	2	Concepts of Angle Size (B)	CCSS.Math.Content.3.O A.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
4	Angles and Their Measurements	2	Concepts of Angle Size (B)	CCSS.Math.Content.4.G .A.1	Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

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4	Angles and Their Measurements	2	Concepts of Angle Size (B)	<p>CCSS.Math.Content.4.MD.C.5a</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <p>An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.</p>
4	Angles and Their Measurements	2	Concepts of Angle Size (B)	<p>CCSS.Math.Content.4.MD.C.5b</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <p>An angle that turns through n one-degree angles is said to have an angle measure of n degrees.</p>
4	Angles and Their Measurements	2	Concepts of Angle Size (B)	<p>CCSS.Math.Content.4.MD.C.6</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>
4	Angles and Their Measurements	3	Concepts of Angle Size (C)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
4	Angles and Their Measurements	3	Concepts of Angle Size (C)	<p>CCSS.Math.Content.4.MD.C.5a</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <p>An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.</p>

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4	Angles and Their Measurements	3	Concepts of Angle Size (C)	<p>CCSS.Math.Content.4.MD.C.5b</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <p>An angle that turns through n one-degree angles is said to have an angle measure of n degrees.</p>
4	Angles and Their Measurements	3	Concepts of Angle Size (C)	<p>CCSS.Math.Content.4.MD.C.6</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>
4	Angles and Their Measurements	4	Concepts of Angle Size (D)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
4	Angles and Their Measurements	4	Concepts of Angle Size (D)	<p>CCSS.Math.Content.4.MD.C.5a</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <p>An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.</p>
4	Angles and Their Measurements	4	Concepts of Angle Size (D)	<p>CCSS.Math.Content.4.MD.C.5b</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <p>An angle that turns through n one-degree angles is said to have an angle measure of n degrees.</p>
4	Angles and Their Measurements	4	Concepts of Angle Size (D)	<p>CCSS.Math.Content.4.MD.C.6</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>
4	Angles and Their Measurements	5	Concepts of Angle Size (E)	<p>CCSS.Math.Content.4.G.A.1</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>

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4	Angles and Their Measurements	5	Concepts of Angle Size (E)	<p>CCSS.Math.Content.4.MD.C.5b</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <p>An angle that turns through n one-degree angles is said to have an angle measure of n degrees.</p>
4	Angles and Their Measurements	5	Concepts of Angle Size (E)	<p>CCSS.Math.Content.4.MD.C.6</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>
4	Angles and Their Measurements	6	Calculating with Angles (A)	<p>CCSS.Math.Content.2.MD.B.6</p> <p>Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p>
4	Angles and Their Measurements	6	Calculating with Angles (A)	<p>CCSS.Math.Content.4.MD.C.7</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>
4	Angles and Their Measurements	7	Calculating with Angles (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
4	Angles and Their Measurements	7	Calculating with Angles (B)	<p>CCSS.Math.Content.4.MD.C.7</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>
4	Angles and Their Measurements	8	Calculating with Angles (C)	<p>CCSS.Math.Content.4.MD.C.7</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>

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4	Angles and Their Measurements	9	Big Ideas: Extended Problems	<p>CCSS.Math.Content.4.G.A.1</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>
4	Angles and Their Measurements	9	Big Ideas: Extended Problems	<p>CCSS.Math.Content.4.MD.C.6</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	1	Adding and Subtracting Fractions (A)	<p>CCSS.Math.Content.4.NF.A.1</p> <p>Extend understanding of fraction equivalence and ordering.</p> <p>Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	1	Adding and Subtracting Fractions (A)	<p>CCSS.Math.Content.4.NF.B.3a</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	1	Adding and Subtracting Fractions (A)	<p>CCSS.Math.Content.4.NF.B.3b</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	1	Adding and Subtracting Fractions (A)	<p>CCSS.Math.Content.4.NF.B.3c</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	2	Adding and Subtracting Fractions (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>

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5	Adding and Subtracting Fractions and Mixed Numbers	2	Adding and Subtracting Fractions (B)	<p>CCSS.Math.Content.4.NF.B.3a</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	2	Adding and Subtracting Fractions (B)	<p>CCSS.Math.Content.4.NF.B.3b</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	2	Adding and Subtracting Fractions (B)	<p>CCSS.Math.Content.4.NF.B.3c</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	2	Adding and Subtracting Fractions (B)	<p>CCSS.Math.Content.4.NF.B.3d</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	3	Adding and Subtracting Fractions (C)	<p>CCSS.Math.Content.3.OA.A.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	3	Adding and Subtracting Fractions (C)	<p>CCSS.Math.Content.4.NF.B.3a</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p>

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5	Adding and Subtracting Fractions and Mixed Numbers	3	Adding and Subtracting Fractions (C)	<p>CCSS.Math.Content.4.NF.B.3b</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	3	Adding and Subtracting Fractions (C)	<p>CCSS.Math.Content.4.NF.B.3c</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	3	Adding and Subtracting Fractions (C)	<p>CCSS.Math.Content.4.NF.B.3d</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	4	Adding and Subtracting Fractions (D)	<p>CCSS.Math.Content.3.OA.A.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	4	Adding and Subtracting Fractions (D)	<p>CCSS.Math.Content.4.NF.B.3a</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	4	Adding and Subtracting Fractions (D)	<p>CCSS.Math.Content.4.NF.B.3b</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.</p>

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5	Adding and Subtracting Fractions and Mixed Numbers	4	Adding and Subtracting Fractions (D)	<p>CCSS.Math.Content.4.NF.B.4b</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	5	Adding and Subtracting Fractions (E)	<p>CCSS.Math.Content.4.NF.B.3a</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	5	Adding and Subtracting Fractions (E)	<p>CCSS.Math.Content.4.NF.B.3b</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	5	Adding and Subtracting Fractions (E)	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
5	Adding and Subtracting Fractions and Mixed Numbers	5	Adding and Subtracting Fractions (E)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
5	Adding and Subtracting Fractions and Mixed Numbers	5	Adding and Subtracting Fractions (E)	CCSS.Math.Practice.MP4 Model with mathematics.
5	Adding and Subtracting Fractions and Mixed Numbers	5	Adding and Subtracting Fractions (E)	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
5	Adding and Subtracting Fractions and Mixed Numbers	5	Adding and Subtracting Fractions (E)	CCSS.Math.Practice.MP6 Attend to precision.
5	Adding and Subtracting Fractions and Mixed Numbers	6	Adding Mixed Numbers (A)	<p>CCSS.Math.Content.4.NF.B.3a</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	6	Adding Mixed Numbers (A)	<p>CCSS.Math.Content.4.NF.B.3c</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p>

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5	Adding and Subtracting Fractions and Mixed Numbers	7	Adding Mixed Numbers (B)	CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
5	Adding and Subtracting Fractions and Mixed Numbers	7	Adding Mixed Numbers (B)	CCSS.Math.Content.4.NF.B.3a Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
5	Adding and Subtracting Fractions and Mixed Numbers	7	Adding Mixed Numbers (B)	CCSS.Math.Content.4.NF.B.3c Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
5	Adding and Subtracting Fractions and Mixed Numbers	8	Adding Mixed Numbers (C)	CCSS.Math.Content.4.NF.B.3a Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
5	Adding and Subtracting Fractions and Mixed Numbers	8	Adding Mixed Numbers (C)	CCSS.Math.Content.4.NF.B.3c Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
5	Adding and Subtracting Fractions and Mixed Numbers	9	Your Choice	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
5	Adding and Subtracting Fractions and Mixed Numbers	10	Subtracting Mixed Numbers (A)	CCSS.Math.Content.4.NF.B.3a Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

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5	Adding and Subtracting Fractions and Mixed Numbers	10	Subtracting Mixed Numbers (A)	<p>CCSS.Math.Content.4.NF.B.3c</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	11	Subtracting Mixed Numbers (B)	<p>CCSS.Math.Content.3.OA.A.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	11	Subtracting Mixed Numbers (B)	<p>CCSS.Math.Content.4.NF.B.3a</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	11	Subtracting Mixed Numbers (B)	<p>CCSS.Math.Content.4.NF.B.3c</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	12	Subtracting Mixed Numbers (C)	<p>CCSS.Math.Content.4.NF.B.3a</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	12	Subtracting Mixed Numbers (C)	<p>CCSS.Math.Content.4.NF.B.3c</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p>

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5	Adding and Subtracting Fractions and Mixed Numbers	13	Problem Solving with Mixed Numbers (A)	<p>CCSS.Math.Content.4.NF.B.3c</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	13	Problem Solving with Mixed Numbers (A)	<p>CCSS.Math.Content.4.NF.B.3d</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	14	Problem Solving with Mixed Numbers (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	14	Problem Solving with Mixed Numbers (B)	<p>CCSS.Math.Content.4.NF.B.3d</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	15	Problem Solving with Mixed Numbers (C)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	15	Problem Solving with Mixed Numbers (C)	<p>CCSS.Math.Content.4.NF.B.3d</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p>
5	Adding and Subtracting Fractions and Mixed Numbers	16	Problem Solving with Mixed Numbers (D)	<p>CCSS.Math.Content.4.NF.B.3d</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p>

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5	Adding and Subtracting Fractions and Mixed Numbers	17	Big Ideas: Mini-Project	CCSS.Math.Content.4.MD.C.6 Geometric measurement: understand concepts of angle and measure angles. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
5	Adding and Subtracting Fractions and Mixed Numbers	17	Big Ideas: Mini-Project	CCSS.Math.Practice.MP.5 Use appropriate tools strategically.
6	Multiplication by a 1-Digit Number	1	Multiplication with Arrays (A)	CCSS.Math.Content.3.MD.C.7b Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
6	Multiplication by a 1-Digit Number	1	Multiplication with Arrays (A)	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6	Multiplication by a 1-Digit Number	2	Multiplication with Arrays (B)	CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
6	Multiplication by a 1-Digit Number	2	Multiplication with Arrays (B)	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6	Multiplication by a 1-Digit Number	3	Multiplication with Arrays (C)	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6	Multiplication by a 1-Digit Number	4	Multiplication with Equations (A)	CCSS.Math.Content.2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
6	Multiplication by a 1-Digit Number	4	Multiplication with Equations (A)	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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6	Multiplication by a 1-Digit Number	5	Multiplication with Equations (B)	CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
6	Multiplication by a 1-Digit Number	5	Multiplication with Equations (B)	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6	Multiplication by a 1-Digit Number	6	Multiplication with Equations (C)	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6	Multiplication by a 1-Digit Number	7	Your Choice	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
6	Multiplication by a 1-Digit Number	8	Multiplication Using Algorithm (A)	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6	Multiplication by a 1-Digit Number	9	Multiplication Using Algorithm (B)	CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
6	Multiplication by a 1-Digit Number	9	Multiplication Using Algorithm (B)	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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6	Multiplication by a 1-Digit Number	10	Multiplication Using Algorithm (C)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
6	Multiplication by a 1-Digit Number	11	Problem Solving with Multidigit Multiplication (A)	<p>CCSS.Math.Content.3.NBT.A.1</p> <p>Use place value understanding to round whole numbers to the nearest 10 or 100.</p>
6	Multiplication by a 1-Digit Number	11	Problem Solving with Multidigit Multiplication (A)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
6	Multiplication by a 1-Digit Number	11	Problem Solving with Multidigit Multiplication (A)	<p>CCSS.Math.Content.4.OA.A.2</p> <p>Use the four operations with whole numbers to solve problems.</p> <p>Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p>
6	Multiplication by a 1-Digit Number	11	Problem Solving with Multidigit Multiplication (A)	<p>CCSS.Math.Content.4.OA.A.3</p> <p>Use the four operations with whole numbers to solve problems.</p> <p>Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
6	Multiplication by a 1-Digit Number	12	Problem Solving with Multidigit Multiplication (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
6	Multiplication by a 1-Digit Number	12	Problem Solving with Multidigit Multiplication (B)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>

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6	Multiplication by a 1-Digit Number	12	Problem Solving with Multidigit Multiplication (B)	CCSS.Math.Content.4.OA.A.3 Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
6	Multiplication by a 1-Digit Number	13	Problem Solving with Multidigit Multiplication (C)	CCSS.Math.Content.3.OA.A.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
6	Multiplication by a 1-Digit Number	13	Problem Solving with Multidigit Multiplication (C)	CCSS.Math.Content.4.OA.A.3 Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
6	Multiplication by a 1-Digit Number	14	Problem Solving with Multidigit Multiplication (D)	CCSS.Math.Content.4.OA.A.2 Use the four operations with whole numbers to solve problems. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
6	Multiplication by a 1-Digit Number	14	Problem Solving with Multidigit Multiplication (D)	CCSS.Math.Content.4.OA.A.3 Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
6	Multiplication by a 1-Digit Number	15	Big Ideas: Extended Problems	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6	Multiplication by a 1-Digit Number	15	Big Ideas: Extended Problems	CCSS.Math.Content.4.NF.B.3a Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

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6	Multiplication by a 1-Digit Number	15	Big Ideas: Extended Problems	<p>CCSS.Math.Content.4.NF.B.3b</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.</p>
6	Multiplication by a 1-Digit Number	15	Big Ideas: Extended Problems	<p>CCSS.Math.Content.4.NF.B.4c</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.</p>
6	Multiplication by a 1-Digit Number	15	Big Ideas: Extended Problems	<p>CCSS.Math.Content.4.OA.A.3</p> <p>Use the four operations with whole numbers to solve problems.</p> <p>Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
7	Multiplication of Two 2-Digit Numbers	1	Multiples of 10 (A)	<p>CCSS.Math.Content.4.NF.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
7	Multiplication of Two 2-Digit Numbers	2	Multiples of 10 (B)	<p>CCSS.Math.Content.3.OA.A.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
7	Multiplication of Two 2-Digit Numbers	2	Multiples of 10 (B)	<p>CCSS.Math.Content.4.NF.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
7	Multiplication of Two 2-Digit Numbers	3	Multiples of 10 (C)	<p>CCSS.Math.Content.3.OA.A.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>

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7	Multiplication of Two 2-Digit Numbers	3	Multiples of 10 (C)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
7	Multiplication of Two 2-Digit Numbers	4	Multiples of 10 (D)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
7	Multiplication of Two 2-Digit Numbers	5	Multiplying Two 2-Digit Numbers (A)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
7	Multiplication of Two 2-Digit Numbers	6	Multiplying Two 2-Digit Numbers (B)	<p>CCSS.Math.Content.3.OA.A.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
7	Multiplication of Two 2-Digit Numbers	6	Multiplying Two 2-Digit Numbers (B)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
7	Multiplication of Two 2-Digit Numbers	7	Multiplying Two 2-Digit Numbers (C)	<p>CCSS.Math.Content.3.OA.A.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
7	Multiplication of Two 2-Digit Numbers	7	Multiplying Two 2-Digit Numbers (C)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>

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7	Multiplication of Two 2-Digit Numbers	8	Multiplying Two 2-Digit Numbers (D)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
7	Multiplication of Two 2-Digit Numbers	9	Problem Solving with 2-Digit Multiplication (A)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
7	Multiplication of Two 2-Digit Numbers	9	Problem Solving with 2-Digit Multiplication (A)	<p>CCSS.Math.Content.4.OA.A.3</p> <p>Use the four operations with whole numbers to solve problems.</p> <p>Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
7	Multiplication of Two 2-Digit Numbers	10	Problem Solving with 2-Digit Multiplication (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
7	Multiplication of Two 2-Digit Numbers	10	Problem Solving with 2-Digit Multiplication (B)	<p>CCSS.Math.Content.4.OA.A.3</p> <p>Use the four operations with whole numbers to solve problems.</p> <p>Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
7	Multiplication of Two 2-Digit Numbers	11	Problem Solving with 2-Digit Multiplication (C)	<p>CCSS.Math.Content.4.OA.A.3</p> <p>Use the four operations with whole numbers to solve problems.</p> <p>Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>

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7	Multiplication of Two 2-Digit Numbers	12	Big Ideas: Challenge Problems	CCSS.Math.Content.4.MD.A.1	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.
7	Multiplication of Two 2-Digit Numbers	12	Big Ideas: Challenge Problems	CCSS.Math.Content.4.NBT.B.5	Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7	Multiplication of Two 2-Digit Numbers	12	Big Ideas: Challenge Problems	CCSS.Math.Content.4.NBT.B.6	Use place value understanding and properties of operations to perform multi-digit arithmetic. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7	Multiplication of Two 2-Digit Numbers	12	Big Ideas: Challenge Problems	CCSS.Math.Content.4.NF.B.3a	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
8	Mid-Year Test	1	Mid-Year Test, Part 1	Multiple	All assessed standards covered by this point in the course
8	Mid-Year Test	2	Mid-Year Test, Part 2	Multiple	All assessed standards covered by this point in the course
8	Mid-Year Test	3	Your Choice	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
9	Division by a 1-Digit Divisor Without Remainders	1	Division with Models (A)	CCSS.Math.Content.4.NBT.B.5	Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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9	Division by a 1-Digit Divisor Without Remainders	1	Division with Models (A)	<p>CCSS.Math.Content.4.NBT.B.6</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
9	Division by a 1-Digit Divisor Without Remainders	2	Division with Models (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
9	Division by a 1-Digit Divisor Without Remainders	2	Division with Models (B)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
9	Division by a 1-Digit Divisor Without Remainders	3	Division with Models (C)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
9	Division by a 1-Digit Divisor Without Remainders	4	Division Algorithm Without Remainders (A)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
9	Division by a 1-Digit Divisor Without Remainders	4	Division Algorithm Without Remainders (A)	<p>CCSS.Math.Content.4.NBT.B.6</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>

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9	Division by a 1-Digit Divisor Without Remainders	4	Division Algorithm Without Remainders (A)	CCSS.Math.Content.4.OA.A.3 Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
9	Division by a 1-Digit Divisor Without Remainders	5	Division Algorithm Without Remainders (B)	CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
9	Division by a 1-Digit Divisor Without Remainders	5	Division Algorithm Without Remainders (B)	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
9	Division by a 1-Digit Divisor Without Remainders	5	Division Algorithm Without Remainders (B)	CCSS.Math.Content.4.NBT.B.6 Use place value understanding and properties of operations to perform multi-digit arithmetic. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
9	Division by a 1-Digit Divisor Without Remainders	5	Division Algorithm Without Remainders (B)	CCSS.Math.Content.4.OA.A.2 Use the four operations with whole numbers to solve problems. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
9	Division by a 1-Digit Divisor Without Remainders	5	Division Algorithm Without Remainders (B)	CCSS.Math.Content.4.OA.A.3 Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
9	Division by a 1-Digit Divisor Without Remainders	6	Division Algorithm Without Remainders (C)	CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

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9	Division by a 1-Digit Divisor Without Remainders	6	Division Algorithm Without Remainders (C)	CCSS.Math.Content.4.OA.A.2 Use the four operations with whole numbers to solve problems. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
9	Division by a 1-Digit Divisor Without Remainders	6	Division Algorithm Without Remainders (C)	CCSS.Math.Content.4.OA.A.3 Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
9	Division by a 1-Digit Divisor Without Remainders	7	Division Algorithm Without Remainders (D)	CCSS.Math.Content.4.NF.B.6 Use place value understanding and properties of operations to perform multi-digit arithmetic. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
9	Division by a 1-Digit Divisor Without Remainders	7	Division Algorithm Without Remainders (D)	CCSS.Math.Content.4.OA.A.2 Use the four operations with whole numbers to solve problems. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
9	Division by a 1-Digit Divisor Without Remainders	7	Division Algorithm Without Remainders (D)	CCSS.Math.Content.4.OA.A.3 Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
9	Division by a 1-Digit Divisor Without Remainders	8	Big Ideas: Challenge Problems	CCSS.Math.Content.4.G.A.1 Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
9	Division by a 1-Digit Divisor Without Remainders	8	Big Ideas: Challenge Problems	CCSS.Math.Content.4.G.A.3 Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

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9	Division by a 1-Digit Divisor Without Remainders	8	Big Ideas: Challenge Problems	<p>CCSS.Math.Content.4.MD.C.5a</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <p>An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.</p>
9	Division by a 1-Digit Divisor Without Remainders	8	Big Ideas: Challenge Problems	<p>CCSS.Math.Content.4.MD.C.5b</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <p>An angle that turns through n one-degree angles is said to have an angle measure of n degrees.</p>
10	Division by a 1-Digit Divisor With Remainders	1	2-Digit by 1-Digit Division with Remainders (A)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
10	Division by a 1-Digit Divisor With Remainders	1	2-Digit by 1-Digit Division with Remainders (A)	<p>CCSS.Math.Content.4.NBT.B.6</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
10	Division by a 1-Digit Divisor With Remainders	2	2-Digit by 1-Digit Division with Remainders (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
10	Division by a 1-Digit Divisor With Remainders	2	2-Digit by 1-Digit Division with Remainders (B)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>

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10	Division by a 1-Digit Divisor With Remainders	2	2-Digit by 1-Digit Division with Remainders (B)	CCSS.Math.Content.4.NBT.B.6 Use place value understanding and properties of operations to perform multi-digit arithmetic. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
10	Division by a 1-Digit Divisor With Remainders	3	2-Digit by 1-Digit Division with Remainders (C)	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
10	Division by a 1-Digit Divisor With Remainders	3	2-Digit by 1-Digit Division with Remainders (C)	CCSS.Math.Content.4.NBT.B.6 Use place value understanding and properties of operations to perform multi-digit arithmetic. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
10	Division by a 1-Digit Divisor With Remainders	4	3-Digit by 1-Digit Division with Remainders (A)	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
10	Division by a 1-Digit Divisor With Remainders	5	3-Digit by 1-Digit Division with Remainders (B)	CCSS.Math.Content.3.OA.A.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
10	Division by a 1-Digit Divisor With Remainders	5	3-Digit by 1-Digit Division with Remainders (B)	CCSS.Math.Content.4.NBT.B.6 Use place value understanding and properties of operations to perform multi-digit arithmetic. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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10	Division by a 1-Digit Divisor With Remainders	6	3-Digit by 1-Digit Division with Remainders (C)	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
10	Division by a 1-Digit Divisor With Remainders	6	3-Digit by 1-Digit Division with Remainders (C)	CCSS.Math.Content.4.NBT.B.6 Use place value understanding and properties of operations to perform multi-digit arithmetic. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
10	Division by a 1-Digit Divisor With Remainders	7	Your Choice	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
10	Division by a 1-Digit Divisor With Remainders	8	Problem Solving Using Division with Remainders (A)	CCSS.Math.Content.4.NBT.B.6 Use place value understanding and properties of operations to perform multi-digit arithmetic. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
10	Division by a 1-Digit Divisor With Remainders	8	Problem Solving Using Division with Remainders (A)	CCSS.Math.Content.4.OA.A.2 Use the four operations with whole numbers to solve problems. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
10	Division by a 1-Digit Divisor With Remainders	8	Problem Solving Using Division with Remainders (A)	CCSS.Math.Content.4.OA.A.3 Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
10	Division by a 1-Digit Divisor With Remainders	9	Problem Solving Using Division with Remainders (B)	CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

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10	Division by a 1-Digit Divisor With Remainders	9	Problem Solving Using Division with Remainders (B)	CCSS.Math.Content.4.NBT.B.6 Use place value understanding and properties of operations to perform multi-digit arithmetic. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
10	Division by a 1-Digit Divisor With Remainders	9	Problem Solving Using Division with Remainders (B)	CCSS.Math.Content.4.OA.A.2 Use the four operations with whole numbers to solve problems. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
10	Division by a 1-Digit Divisor With Remainders	9	Problem Solving Using Division with Remainders (B)	CCSS.Math.Content.4.OA.A.3 Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
10	Division by a 1-Digit Divisor With Remainders	10	Problem Solving Using Division with Remainders (C)	CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
10	Division by a 1-Digit Divisor With Remainders	10	Problem Solving Using Division with Remainders (C)	CCSS.Math.Content.4.OA.A.3 Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
10	Division by a 1-Digit Divisor With Remainders	11	Problem Solving Using Division with Remainders (D)	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
10	Division by a 1-Digit Divisor With Remainders	11	Problem Solving Using Division with Remainders (D)	CCSS.Math.Content.4.NBT.B.6 Use place value understanding and properties of operations to perform multi-digit arithmetic. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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10	Division by a 1-Digit Divisor With Remainders	11	Problem Solving Using Division with Remainders (D)	CCSS.Math.Content.4.OA.A.3 Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
10	Division by a 1-Digit Divisor With Remainders	12	Big Ideas: Extended Problems	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
10	Division by a 1-Digit Divisor With Remainders	12	Big Ideas: Extended Problems	CCSS.Math.Content.4.NBT.B.6 Use place value understanding and properties of operations to perform multi-digit arithmetic. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
10	Division by a 1-Digit Divisor With Remainders	12	Big Ideas: Extended Problems	CCSS.Math.Content.4.OA.A.2 Use the four operations with whole numbers to solve problems. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
10	Division by a 1-Digit Divisor With Remainders	12	Big Ideas: Extended Problems	CCSS.Math.Content.4.OA.A.3 Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
11	Decimal Notation	1	Denominators of 10 and 100 (A)	CCSS.Math.Content.4.NF.A.1 Extend understanding of fraction equivalence and ordering. Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{n \times a}{n \times b}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

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11	Decimal Notation	1	Denominators of 10 and 100 (A)	<p>CCSS.Math.Content.4.N F.B.3a</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p>
11	Decimal Notation	1	Denominators of 10 and 100 (A)	<p>CCSS.Math.Content.4.N F.C.5</p> <p>Understand decimal notation for fractions, and compare decimal fractions.</p> <p>Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.</p>
11	Decimal Notation	1	Denominators of 10 and 100 (A)	<p>CCSS.Math.Content.4.N F.C.6</p> <p>Understand decimal notation for fractions, and compare decimal fractions.</p> <p>Use decimal notation for fractions with denominators 10 or 100.</p>
11	Decimal Notation	1	Denominators of 10 and 100 (A)	<p>CCSS.Math.Content.4.O A.A.3</p> <p>Use the four operations with whole numbers to solve problems.</p> <p>Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
11	Decimal Notation	2	Denominators of 10 and 100 (B)	<p>CCSS.Math.Content.3.O A.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
11	Decimal Notation	2	Denominators of 10 and 100 (B)	<p>CCSS.Math.Content.4.N F.C.5</p> <p>Understand decimal notation for fractions, and compare decimal fractions.</p> <p>Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.</p>
11	Decimal Notation	2	Denominators of 10 and 100 (B)	<p>CCSS.Math.Content.4.N F.C.6</p> <p>Understand decimal notation for fractions, and compare decimal fractions.</p> <p>Use decimal notation for fractions with denominators 10 or 100.</p>
11	Decimal Notation	3	Denominators of 10 and 100 (C)	<p>CCSS.Math.Content.3.O A.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
11	Decimal Notation	3	Denominators of 10 and 100 (C)	<p>CCSS.Math.Content.4.N F.C.5</p> <p>Understand decimal notation for fractions, and compare decimal fractions.</p> <p>Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.</p>

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11	Decimal Notation	3	Denominators of 10 and 100 (C)	CCSS.Math.Content.4.NF.C.6 Understand decimal notation for fractions, and compare decimal fractions. Use decimal notation for fractions with denominators 10 or 100.
11	Decimal Notation	4	Denominators of 10 and 100 (D)	CCSS.Math.Content.4.NF.C.5 Understand decimal notation for fractions, and compare decimal fractions. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
11	Decimal Notation	4	Denominators of 10 and 100 (D)	CCSS.Math.Content.4.NF.C.6 Understand decimal notation for fractions, and compare decimal fractions. Use decimal notation for fractions with denominators 10 or 100.
11	Decimal Notation	4	Denominators of 10 and 100 (D)	CCSS.Math.Practice.MP.1 Make sense of problems and persevere in solving them.
11	Decimal Notation	4	Denominators of 10 and 100 (D)	CCSS.Math.Practice.MP.2 Reason abstractly and quantitatively.
11	Decimal Notation	4	Denominators of 10 and 100 (D)	CCSS.Math.Practice.MP.4 Model with mathematics.
11	Decimal Notation	4	Denominators of 10 and 100 (D)	CCSS.Math.Practice.MP.5 Use appropriate tools strategically.
11	Decimal Notation	4	Denominators of 10 and 100 (D)	CCSS.Math.Practice.MP.6 Attend to precision.
11	Decimal Notation	5	Your Choice	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
11	Decimal Notation	6	Comparing Decimals (A)	CCSS.Math.Content.4.NF.C.5 Understand decimal notation for fractions, and compare decimal fractions. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
11	Decimal Notation	6	Comparing Decimals (A)	CCSS.Math.Content.4.NF.C.6 Understand decimal notation for fractions, and compare decimal fractions. Use decimal notation for fractions with denominators 10 or 100.
11	Decimal Notation	6	Comparing Decimals (A)	CCSS.Math.Content.4.NF.C.7 Understand decimal notation for fractions, and compare decimal fractions. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

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11	Decimal Notation	7	Comparing Decimals (B)	CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
11	Decimal Notation	7	Comparing Decimals (B)	CCSS.Math.Content.4.NF.C.6	Understand decimal notation for fractions, and compare decimal fractions. Use decimal notation for fractions with denominators 10 or 100.
11	Decimal Notation	7	Comparing Decimals (B)	CCSS.Math.Content.4.NF.C.7	Understand decimal notation for fractions, and compare decimal fractions. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.
11	Decimal Notation	8	Comparing Decimals (C)	CCSS.Math.Content.4.NF.C.6	Understand decimal notation for fractions, and compare decimal fractions. Use decimal notation for fractions with denominators 10 or 100.
11	Decimal Notation	8	Comparing Decimals (C)	CCSS.Math.Content.4.NF.C.7	Understand decimal notation for fractions, and compare decimal fractions. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.
11	Decimal Notation	9	Big Ideas: Challenge Problems	CCSS.Math.Content.4.MD.A.3	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
11	Decimal Notation	9	Big Ideas: Challenge Problems	CCSS.Math.Content.4.OA.B.4	Gain familiarity with factors and multiples. Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.
12	Measurement Units	1	Units of Length (A)	CCSS.Math.Content.2.MD.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
12	Measurement Units	1	Units of Length (A)	CCSS.Math.Content.4.MD.A.1	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.

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12	Measurement Units	2	Units of Length (B)	CCSS.Math.Content.3.OA.A.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
12	Measurement Units	2	Units of Length (B)	CCSS.Math.Content.4.MD.A.1	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.
12	Measurement Units	3	Units of Length (C)	CCSS.Math.Content.4.MD.A.1	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.
12	Measurement Units	4	Units of Mass and Weight (A)	CCSS.Math.Content.3.MD.A.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
12	Measurement Units	4	Units of Mass and Weight (A)	CCSS.Math.Content.4.MD.A.1	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.
12	Measurement Units	5	Units of Mass and Weight (B)	CCSS.Math.Content.3.OA.A.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
12	Measurement Units	5	Units of Mass and Weight (B)	CCSS.Math.Content.4.MD.A.1	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.

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12	Measurement Units	6	Units of Mass and Weight (C)	CCSS.Math.Content.4.MD.A.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.
12	Measurement Units	7	Your Choice	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
12	Measurement Units	8	Units of Volume (A)	CCSS.Math.Content.3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
12	Measurement Units	8	Units of Volume (A)	CCSS.Math.Content.4.MD.A.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.
12	Measurement Units	9	Units of Volume (B)	CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
12	Measurement Units	9	Units of Volume (B)	CCSS.Math.Content.4.MD.A.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.
12	Measurement Units	10	Units of Volume (C)	CCSS.Math.Content.4.MD.A.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.

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12	Measurement Units	11	Units of Time (A)	CCSS.Math.Content.3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
12	Measurement Units	11	Units of Time (A)	CCSS.Math.Content.4.MD.A.1	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.
12	Measurement Units	12	Units of Time (B)	CCSS.Math.Content.4.MD.A.1	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.
12	Measurement Units	12	Units of Time (B)	CCSS.Math.Content.4.NBT.B.5	Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
12	Measurement Units	13	Units of Time (C)	CCSS.Math.Content.4.MD.A.1	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.
12	Measurement Units	14	Big Ideas: Extended Problems	CCSS.Math.Content.4.MD.A.1	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.

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12	Measurement Units	14	Big Ideas: Extended Problems	<p>CCSS.Math.Content.4.NF.C.7</p> <p>Understand decimal notation for fractions, and compare decimal fractions.</p> <p>Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p>
13	Problem Solving Involving Measurements	1	Word Problems with Measurements (A)	<p>CCSS.Math.Content.4.MD.A.2</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p>Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>
13	Problem Solving Involving Measurements	1	Word Problems with Measurements (A)	<p>CCSS.Math.Content.4.OA.A.3</p> <p>Use the four operations with whole numbers to solve problems.</p> <p>Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
13	Problem Solving Involving Measurements	2	Word Problems with Measurements (B)	<p>CCSS.Math.Content.4.MD.A.2</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p>Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>
13	Problem Solving Involving Measurements	2	Word Problems with Measurements (B)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>

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13	Problem Solving Involving Measurements	3	Word Problems with Measurements (C)	<p>CCSS.Math.Content.4.MD.A.2</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p>Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>
13	Problem Solving Involving Measurements	3	Word Problems with Measurements (C)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
13	Problem Solving Involving Measurements	4	Word Problems with Measurements (D)	<p>CCSS.Math.Content.4.MD.A.2</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p>Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>
13	Problem Solving Involving Measurements	4	Word Problems with Measurements (D)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
13	Problem Solving Involving Measurements	4	Word Problems with Measurements (D)	<p>CCSS.Math.Content.4.OA.A.3</p> <p>Use the four operations with whole numbers to solve problems.</p> <p>Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>

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13	Problem Solving Involving Measurements	5	Word Problems with Measurements (E)	<p>CCSS.Math.Content.4.MD.A.2</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p>Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>
13	Problem Solving Involving Measurements	5	Word Problems with Measurements (E)	<p>CCSS.Math.Content.4.OA.A.3</p> <p>Use the four operations with whole numbers to solve problems.</p> <p>Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
13	Problem Solving Involving Measurements	6	Word Problems with Time and Money (A)	<p>CCSS.Math.Content.4.MD.A.2</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p>Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>
13	Problem Solving Involving Measurements	6	Word Problems with Time and Money (A)	<p>CCSS.Math.Content.4.OA.A.3</p> <p>Use the four operations with whole numbers to solve problems.</p> <p>Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
13	Problem Solving Involving Measurements	6	Word Problems with Time and Money (A)	<p>CCSS.Math.Practice.MP.1</p> <p>Make sense of problems and persevere in solving them.</p>
13	Problem Solving Involving Measurements	6	Word Problems with Time and Money (A)	<p>CCSS.Math.Practice.MP.2</p> <p>Reason abstractly and quantitatively.</p>
13	Problem Solving Involving Measurements	6	Word Problems with Time and Money (A)	<p>CCSS.Math.Practice.MP.4</p> <p>Model with mathematics.</p>
13	Problem Solving Involving Measurements	6	Word Problems with Time and Money (A)	<p>CCSS.Math.Practice.MP.5</p> <p>Use appropriate tools strategically.</p>
13	Problem Solving Involving Measurements	6	Word Problems with Time and Money (A)	<p>CCSS.Math.Practice.MP.6</p> <p>Attend to precision.</p>

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13	Problem Solving Involving Measurements	7	Word Problems with Time and Money (B)	<p>CCSS.Math.Content.4.MD.A.2</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p>Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>
13	Problem Solving Involving Measurements	7	Word Problems with Time and Money (B)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
13	Problem Solving Involving Measurements	8	Word Problems with Time and Money (C)	<p>CCSS.Math.Content.4.MD.A.2</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p>Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>
13	Problem Solving Involving Measurements	9	Your Choice	<p>N/A</p> <p>Students can use this lesson time to do any of the following.</p> <p>Catch up on work from earlier lessons.</p> <p>Practice in Stride.</p> <p>Practice your Math Facts.</p> <p>Prepare for upcoming tests.</p>
13	Problem Solving Involving Measurements	10	Measurements and Line Plots (A)	<p>CCSS.Math.Content.3.MD.B.4</p> <p>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>
13	Problem Solving Involving Measurements	10	Measurements and Line Plots (A)	<p>CCSS.Math.Content.4.MD.B.4</p> <p>Represent and interpret data.</p> <p>Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.</p>
13	Problem Solving Involving Measurements	11	Measurements and Line Plots (B)	<p>CCSS.Math.Content.4.MD.B.4</p> <p>Represent and interpret data.</p> <p>Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.</p>

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13	Problem Solving Involving Measurements	11	Measurements and Line Plots (B)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
13	Problem Solving Involving Measurements	12	Measurements and Line Plots (C)	<p>CCSS.Math.Content.3.OA.A.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
13	Problem Solving Involving Measurements	12	Measurements and Line Plots (C)	<p>CCSS.Math.Content.4.MD.B.4</p> <p>Represent and interpret data.</p> <p>Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.</p>
13	Problem Solving Involving Measurements	12	Measurements and Line Plots (C)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
13	Problem Solving Involving Measurements	13	Measurements and Line Plots (D)	<p>CCSS.Math.Content.4.MD.B.4</p> <p>Represent and interpret data.</p> <p>Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.</p>
13	Problem Solving Involving Measurements	13	Measurements and Lines Plots (D)	<p>CCSS.Math.Practice.MP.1</p> <p>Make sense of problems and persevere in solving them.</p>
13	Problem Solving Involving Measurements	13	Measurements and Lines Plots (D)	<p>CCSS.Math.Practice.MP.2</p> <p>Reason abstractly and quantitatively.</p>
13	Problem Solving Involving Measurements	13	Measurements and Lines Plots (D)	<p>CCSS.Math.Practice.MP.4</p> <p>Model with mathematics.</p>
13	Problem Solving Involving Measurements	13	Measurements and Lines Plots (D)	<p>CCSS.Math.Practice.MP.5</p> <p>Use appropriate tools strategically.</p>
13	Problem Solving Involving Measurements	13	Measurements and Lines Plots (D)	<p>CCSS.Math.Practice.MP.6</p> <p>Attend to precision.</p>
13	Problem Solving Involving Measurements	14	Area and Perimeter Problems (A)	<p>CCSS.Math.Content.3.MD.D.8</p> <p>Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>
13	Problem Solving Involving Measurements	14	Area and Perimeter Problems (A)	<p>CCSS.Math.Content.4.MD.A.3</p> <p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p>Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p>

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13	Problem Solving Involving Measurements	15	Area and Perimeter Problems (B)	CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
13	Problem Solving Involving Measurements	15	Area and Perimeter Problems (B)	CCSS.Math.Content.4.MD.A.3 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
13	Problem Solving Involving Measurements	15	Area and Perimeter Problems (B)	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
13	Problem Solving Involving Measurements	16	Area and Perimeter Problems (C)	CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
13	Problem Solving Involving Measurements	16	Area and Perimeter Problems (C)	CCSS.Math.Content.4.MD.A.3 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
13	Problem Solving Involving Measurements	16	Area and Perimeter Problems (C)	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
13	Problem Solving Involving Measurements	17	Area and Perimeter Problems (D)	CCSS.Math.Content.4.MD.A.3 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
13	Problem Solving Involving Measurements	18	Big Ideas: Mini-Project	CCSS.Math.Content.4.MD.A.3 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

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13	Problem Solving Involving Measurements	18	Big Ideas: Mini-Project	<p>CCSS.Math.Content.4.OA.A.3</p> <p>Use the four operations with whole numbers to solve problems.</p> <p>Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
13	Problem Solving Involving Measurements	18	Big Ideas: Mini-Project	<p>CCSS.Math.Content.4.OA.B.4</p> <p>Gain familiarity with factors and multiples.</p> <p>Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.</p>
14	Operations with Larger Numbers	1	Exploring Larger Numbers (A)	<p>CCSS.Math.Content.4.NBT.A.1</p> <p>Generalize place value understanding for multi-digit whole numbers.</p> <p>Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.</p>
14	Operations with Larger Numbers	1	Exploring Larger Numbers (A)	<p>CCSS.Math.Content.4.NBT.A.2</p> <p>Generalize place value understanding for multi-digit whole numbers.</p> <p>Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>
14	Operations with Larger Numbers	1	Exploring Larger Numbers (A)	<p>CCSS.Math.Content.4.NBT.A.3</p> <p>Generalize place value understanding for multi-digit whole numbers.</p> <p>Use place value understanding to round multi-digit whole numbers to any place.</p>
14	Operations with Larger Numbers	1	Exploring Larger Numbers (A)	<p>CCSS.Math.Content.4.OA.A.3</p> <p>Use the four operations with whole numbers to solve problems.</p> <p>Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
14	Operations with Larger Numbers	2	Exploring Larger Numbers (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
14	Operations with Larger Numbers	2	Exploring Larger Numbers (B)	<p>CCSS.Math.Content.4.NBT.A.1</p> <p>Generalize place value understanding for multi-digit whole numbers.</p> <p>Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.</p>
14	Operations with Larger Numbers	2	Exploring Larger Numbers (B)	<p>CCSS.Math.Content.4.NBT.A.3</p> <p>Generalize place value understanding for multi-digit whole numbers.</p> <p>Use place value understanding to round multi-digit whole numbers to any place.</p>

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14	Operations with Larger Numbers	3	Exploring Larger Numbers (C)	CCSS.Math.Content.4.N BT.A.1 Generalize place value understanding for multi-digit whole numbers. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
14	Operations with Larger Numbers	3	Exploring Larger Numbers (C)	CCSS.Math.Content.4.N BT.A.3 Generalize place value understanding for multi-digit whole numbers. Use place value understanding to round multi-digit whole numbers to any place.
14	Operations with Larger Numbers	4	Addition and Subtraction with Larger Numbers (A)	CCSS.Math.Content.3.N BT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
14	Operations with Larger Numbers	4	Addition and Subtraction with Larger Numbers (A)	CCSS.Math.Content.4.N BT.B.4 Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
14	Operations with Larger Numbers	4	Addition and Subtraction with Larger Numbers (A)	CCSS.Math.Content.4.O A.A.3 Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
14	Operations with Larger Numbers	5	Addition and Subtraction with Larger Numbers (B)	CCSS.Math.Content.3.O A.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
14	Operations with Larger Numbers	5	Addition and Subtraction with Larger Numbers (B)	CCSS.Math.Content.4.N BT.B.4 Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
14	Operations with Larger Numbers	5	Addition and Subtraction with Larger Numbers (B)	CCSS.Math.Content.4.O A.A.3 Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
14	Operations with Larger Numbers	6	Addition and Subtraction with Larger Numbers (C)	CCSS.Math.Content.3.O A.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
14	Operations with Larger Numbers	6	Addition and Subtraction with Larger Numbers (C)	CCSS.Math.Content.4.N BT.B.4 Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

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14	Operations with Larger Numbers	6	Addition and Subtraction with Larger Numbers (C)	CCSS.Math.Content.4.OA.A.3 Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
14	Operations with Larger Numbers	7	Addition and Subtraction with Larger Numbers (D)	CCSS.Math.Content.4.NBT.B.4 Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
14	Operations with Larger Numbers	7	Addition and Subtraction with Larger Numbers (D)	CCSS.Math.Content.4.OA.A.3 Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
14	Operations with Larger Numbers	8	Multiplying and Dividing with 4-Digit Numbers (A)	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
14	Operations with Larger Numbers	8	Multiplying and Dividing with 4-Digit Numbers (A)	CCSS.Math.Content.4.NBT.B.6 Use place value understanding and properties of operations to perform multi-digit arithmetic. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
14	Operations with Larger Numbers	9	Multiplying and Dividing with 4-Digit Numbers (B)	CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
14	Operations with Larger Numbers	9	Multiplying and Dividing with 4-Digit Numbers (B)	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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14	Operations with Larger Numbers	9	Multiplying and Dividing with 4-Digit Numbers (B)	CCSS.Math.Content.4.NBT.B.6 Use place value understanding and properties of operations to perform multi-digit arithmetic. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
14	Operations with Larger Numbers	10	Multiplying and Dividing with 4-Digit Numbers (C)	CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
14	Operations with Larger Numbers	10	Multiplying and Dividing with 4-Digit Numbers (C)	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
14	Operations with Larger Numbers	10	Multiplying and Dividing with 4-Digit Numbers (C)	CCSS.Math.Content.4.NBT.B.6 Use place value understanding and properties of operations to perform multi-digit arithmetic. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
14	Operations with Larger Numbers	11	Multiplying and Dividing with 4-Digit Numbers (D)	CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
14	Operations with Larger Numbers	11	Multiplying and Dividing with 4-Digit Numbers (D)	CCSS.Math.Content.4.OA.A.3 Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
14	Operations with Larger Numbers	12	Multiplying and Dividing with 4-Digit Numbers (E)	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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14	Operations with Larger Numbers	12	Multiplying and Dividing with 4-Digit Numbers (E)	CCSS.Math.Content.4.NBT.B.6 Use place value understanding and properties of operations to perform multi-digit arithmetic. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
14	Operations with Larger Numbers	12	Multiplying and Dividing with 4-Digit Numbers (E)	CCSS.Math.Content.4.OA.A.3 Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
14	Operations with Larger Numbers	13	Big Ideas: Mini-Project	CCSS.Math.Content.4.NBT.B.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
14	Operations with Larger Numbers	13	Big Ideas: Mini-Project	CCSS.Math.Content.5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
14	Operations with Larger Numbers	13	Big Ideas: Mini-Project	CCSS.Math.Content.5.MD.C.5b Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
14	Operations with Larger Numbers	13	Big Ideas: Mini-Project	CCSS.Math.Content.5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
14	Operations with Larger Numbers	13	Big Ideas: Mini-Project	CCSS.Math.Practice.MP.1 Make sense of problems and persevere in solving them.
15	Geometric Relationships	1	Parallel and Perpendicular Lines (A)	CCSS.Math.Content.4.G.A.1 Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

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15	Geometric Relationships	1	Parallel and Perpendicular Lines (A)	<p>CCSS.Math.Content.4.G.A.2</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>
15	Geometric Relationships	2	Parallel and Perpendicular Lines (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
15	Geometric Relationships	2	Parallel and Perpendicular Lines (B)	<p>CCSS.Math.Content.4.G.A.1</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>
15	Geometric Relationships	2	Parallel and Perpendicular Lines (B)	<p>CCSS.Math.Content.4.G.A.2</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>
15	Geometric Relationships	3	Parallel and Perpendicular Lines (C)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
15	Geometric Relationships	3	Parallel and Perpendicular Lines (C)	<p>CCSS.Math.Content.4.G.A.1</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>
15	Geometric Relationships	3	Parallel and Perpendicular Lines (C)	<p>CCSS.Math.Content.4.G.A.2</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>
15	Geometric Relationships	4	Parallel and Perpendicular Lines (D)	<p>CCSS.Math.Content.4.G.A.1</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>

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15	Geometric Relationships	4	Parallel and Perpendicular Lines (D)	<p>CCSS.Math.Content.4.G.A.2</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>
15	Geometric Relationships	5	Classifying Shapes (A)	<p>CCSS.Math.Content.4.G.A.1</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>
15	Geometric Relationships	5	Classifying Shapes (A)	<p>CCSS.Math.Content.4.G.A.2</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>
15	Geometric Relationships	5	Classifying Shapes (A)	<p>CCSS.Math.Content.4.MD.C.6</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p> <p>Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>
15	Geometric Relationships	6	Classifying Shapes (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
15	Geometric Relationships	6	Classifying Shapes (B)	<p>CCSS.Math.Content.4.G.A.2</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>
15	Geometric Relationships	7	Classifying Shapes (C)	<p>CCSS.Math.Content.4.G.A.1</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>
15	Geometric Relationships	7	Classifying Shapes (C)	<p>CCSS.Math.Content.4.G.A.2</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>

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15	Geometric Relationships	8	Symmetry (A)	<p>CCSS.Math.Content.4.G.A.1</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>
15	Geometric Relationships	8	Symmetry (A)	<p>CCSS.Math.Content.4.G.A.3</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>
15	Geometric Relationships	9	Symmetry (B)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
15	Geometric Relationships	9	Symmetry (B)	<p>CCSS.Math.Content.4.G.A.3</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>
15	Geometric Relationships	10	Symmetry (C)	<p>CCSS.Math.Content.4.G.A.3</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>
15	Geometric Relationships	11	Big Ideas: Extended Problems	<p>CCSS.Math.Content.4.G.A.1</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>
15	Geometric Relationships	11	Big Ideas: Extended Problems	<p>CCSS.Math.Content.4.G.A.3</p> <p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>

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15	Geometric Relationships	11	Big Ideas: Extended Problems	CCSS.Math.Content.4.MD.A.2	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
15	Geometric Relationships	11	Big Ideas: Extended Problems	CCSS.Math.Content.4.MD.A.3	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
15	Geometric Relationships	11	Big Ideas: Extended Problems	CCSS.Math.Content.4.NBT.B.4	Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
15	Geometric Relationships	11	Big Ideas: Extended Problems	CCSS.Math.Content.4.NBT.B.5	Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
15	Geometric Relationships	11	Big Ideas: Extended Problems	CCSS.Math.Content.4.OA.A.3	Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
16	End-of-Year Project	1	End-of-Year Project (A)	CCSS.Math.Content.4.MD.A.2	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
16	End-of-Year Project	1	End-of-Year Project (A)	CCSS.Math.Practice.MP.1	Make sense of problems and persevere in solving them.
16	End-of-Year Project	1	End-of-Year Project (A)	CCSS.Math.Practice.MP.2	Reason abstractly and quantitatively.

16	End-of-Year Project	1	End-of-Year Project	CCSS.Math.Practice.MP 4	Model with mathematics.
16	End-of-Year Project	2	End-of-Year Project (B)	CCSS.Math.Content.4. MD.A.2	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
16	End-of-Year Project	2	End-of-Year Project (B)	CCSS.Math.Practice.MP 1	Make sense of problems and persevere in solving them.
16	End-of-Year Project	2	End-of-Year Project (B)	CCSS.Math.Practice.MP 2	Reason abstractly and quantitatively.
16	End-of-Year Project	2	End-of-Year Project (B)	CCSS.Math.Practice.MP 4	Model with mathematics.
16	End-of-Year Project	3	End-of Year Project (C)	CCSS.Math.Content.4. MD.A.2	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
16	End-of-Year Project	3	End-of Year Project (C)	CCSS.Math.Practice.MP 1	Make sense of problems and persevere in solving them.
16	End-of-Year Project	3	End-of Year Project (C)	CCSS.Math.Practice.MP 2	Reason abstractly and quantitatively.
16	End-of-Year Project	3	End-of Year Project (C)	CCSS.Math.Practice.MP 4	Model with mathematics.
17	End-of-Year Test	1	End-of-Year Test, Part 1	Multiple	All assessed standards covered by this point in the course
17	End-of-Year Test	2	End-of-Year Test, Part 2	Multiple	All assessed standards covered by this point in the course

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Common Core State Standards for Mathematics: Grade 5
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Compared to Math 5 Summit



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Numerical Expressions	1	Using Grouping Symbols (A)	CCSS.Math.Content.3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
1	Numerical Expressions	1	Using Grouping Symbols (A)	CCSS.Math.Content.5.NF.B.3	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
1	Numerical Expressions	1	Using Grouping Symbols (A)	CCSS.Math.Content.5.OA.A.1	Write and interpret numerical expressions. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
1	Numerical Expressions	2	Using Grouping Symbols (B)	CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
1	Numerical Expressions	2	Using Grouping Symbols (B)	CCSS.Math.Content.5.OA.A.1	Write and interpret numerical expressions. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
1	Numerical Expressions	3	Using Grouping Symbols (C)	CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
1	Numerical Expressions	3	Using Grouping Symbols (C)	CCSS.Math.Content.5.OA.A.1	Write and interpret numerical expressions. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
1	Numerical Expressions	4	Using Grouping Symbols (D)	CCSS.Math.Content.5.NF.B.3	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
1	Numerical Expressions	4	Using Grouping Symbols (D)	CCSS.Math.Content.5.OA.A.1	Write and interpret numerical expressions. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
1	Numerical Expressions	4	Using Grouping Symbols (D)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
1	Numerical Expressions	4	Using Grouping Symbols (D)	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.

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1	Numerical Expressions	4	Using Grouping Symbols (D)	CCSS.Math.Practice.MP4	Model with mathematics.
1	Numerical Expressions	4	Using Grouping Symbols (D)	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
1	Numerical Expressions	4	Using Grouping Symbols (D)	CCSS.Math.Practice.MP6	Attend to precision.
1	Numerical Expressions	5	Exploring Numerical Expressions (A)	CCSS.Math.Content.3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
1	Numerical Expressions	5	Exploring Numerical Expressions (A)	CCSS.Math.Content.5.OA.A.2	Write and interpret numerical expressions. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
1	Numerical Expressions	6	Exploring Numerical Expressions (B)	CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
1	Numerical Expressions	6	Exploring Numerical Expressions (B)	CCSS.Math.Content.5.OA.A.2	Write and interpret numerical expressions. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
1	Numerical Expressions	7	Exploring Numerical Expressions (C)	CCSS.Math.Content.5.OA.A.2	Write and interpret numerical expressions. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
1	Numerical Expressions	8	Big Ideas: Mini-Project	CCSS.Math.Content.5.OA.A.1	Write and interpret numerical expressions. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
1	Numerical Expressions	8	Big Ideas: Mini-Project	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
1	Numerical Expressions	8	Big Ideas: Mini-Project	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
1	Numerical Expressions	8	Big Ideas: Mini-Project	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
2	Multidigit Whole Number Multiplication and Division	1	Powers of Ten (A)	CCSS.Math.Content.4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
2	Multidigit Whole Number Multiplication and Division	1	Powers of Ten (A)	CCSS.Math.Content.5.NBT.A.2	Understand the place value system. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

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2	Multidigit Whole Number Multiplication and Division	2	Powers of Ten (B)	CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
2	Multidigit Whole Number Multiplication and Division	2	Powers of Ten (B)	CCSS.Math.Content.5.NBT.A.2 Understand the place value system. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
2	Multidigit Whole Number Multiplication and Division	3	Powers of Ten (C)	CCSS.Math.Content.5.NBT.A.2 Understand the place value system. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
2	Multidigit Whole Number Multiplication and Division	4	Multidigit Whole Number Multiplication (A)	CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
2	Multidigit Whole Number Multiplication and Division	4	Multidigit Whole Number Multiplication (A)	CCSS.Math.Content.5.NBT.B.5 Perform operations with multi-digit whole numbers and with decimals to hundredths. Fluently multiply multi-digit whole numbers using the standard algorithm.
2	Multidigit Whole Number Multiplication and Division	5	Multidigit Whole Number Multiplication (B)	CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
2	Multidigit Whole Number Multiplication and Division	5	Multidigit Whole Number Multiplication (B)	CCSS.Math.Content.5.NBT.B.5 Perform operations with multi-digit whole numbers and with decimals to hundredths. Fluently multiply multi-digit whole numbers using the standard algorithm.
2	Multidigit Whole Number Multiplication and Division	6	Multidigit Whole Number Multiplication (C)	CCSS.Math.Content.5.NBT.B.5 Perform operations with multi-digit whole numbers and with decimals to hundredths. Fluently multiply multi-digit whole numbers using the standard algorithm.
2	Multidigit Whole Number Multiplication and Division	7	Multidigit Division Strategies (A)	CCSS.Math.Content.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

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2	Multidigit Whole Number Multiplication and Division	7	Multidigit Division Strategies (A)	CCSS.Math.Content.5.NBT.B.6 Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
2	Multidigit Whole Number Multiplication and Division	8	Multidigit Division Strategies (B)	CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
2	Multidigit Whole Number Multiplication and Division	8	Multidigit Division Strategies (B)	CCSS.Math.Content.5.NBT.B.6 Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
2	Multidigit Whole Number Multiplication and Division	9	Multidigit Division Strategies (C)	CCSS.Math.Content.5.NBT.B.6 Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
2	Multidigit Whole Number Multiplication and Division	10	Your Choice	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
2	Multidigit Whole Number Multiplication and Division	11	Multidigit Division Algorithm (A)	CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
2	Multidigit Whole Number Multiplication and Division	11	Multidigit Division Algorithm (A)	CCSS.Math.Content.5.NBT.B.6 Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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2	Multidigit Whole Number Multiplication and Division	12	Multidigit Division Algorithm (B)	CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
2	Multidigit Whole Number Multiplication and Division	12	Multidigit Division Algorithm (B)	CCSS.Math.Content.5.NBT.B.6	Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
2	Multidigit Whole Number Multiplication and Division	12	Multidigit Division Algorithm (B)	CCSS.Math.Content.5.NBT.B.7	Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
2	Multidigit Whole Number Multiplication and Division	13	Multidigit Division Algorithm (C)	CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
2	Multidigit Whole Number Multiplication and Division	13	Multidigit Division Algorithm (C)	CCSS.Math.Content.5.NBT.B.6	Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
2	Multidigit Whole Number Multiplication and Division	13	Multidigit Division Algorithm (C)	CCSS.Math.Content.5.NBT.B.7	Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
2	Multidigit Whole Number Multiplication and Division	14	Multidigit Division Algorithm (D)	CCSS.Math.Content.5.NBT.B.6	Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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2	Multidigit Whole Number Multiplication and Division	15	Big Ideas: Extended Problems	<p>Understand the place value system.</p> <p>CCSS.Math.Content.5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p>
2	Multidigit Whole Number Multiplication and Division	15	Big Ideas: Extended Problems	<p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>CCSS.Math.Content.5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
2	Multidigit Whole Number Multiplication and Division	15	Big Ideas: Extended Problems	<p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>CCSS.Math.Content.5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
2	Multidigit Whole Number Multiplication and Division	15	Big Ideas: Extended Problems	<p>Write and interpret numerical expressions.</p> <p>CCSS.Math.Content.5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p>
2	Multidigit Whole Number Multiplication and Division	15	Big Ideas: Extended Problems	<p>Write and interpret numerical expressions.</p> <p>CCSS.Math.Content.5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p>
3	Addition and Subtraction of Fractions	1	Addition of Fractions (A)	<p>CCSS.Math.Content.3.NF.A.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.</p>
3	Addition and Subtraction of Fractions	1	Addition of Fractions (A)	<p>Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>CCSS.Math.Content.5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p>
3	Addition and Subtraction of Fractions	1	Addition of Fractions (A)	<p>Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>CCSS.Math.Content.5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>

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3	Addition and Subtraction of Fractions	1	Addition of Fractions (A) CCSS.Math.Content.5.NF.B.3	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
3	Addition and Subtraction of Fractions	2	Addition of Fractions (B) CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3	Addition and Subtraction of Fractions	2	Addition of Fractions (B) CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
3	Addition and Subtraction of Fractions	3	Addition of Fractions (C) CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3	Addition and Subtraction of Fractions	3	Addition of Fractions (C) CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
3	Addition and Subtraction of Fractions	3	Addition of Fractions (C) CCSS.Math.Content.5.NF.B.3	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
3	Addition and Subtraction of Fractions	4	Addition of Fractions (D) CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3	Addition and Subtraction of Fractions	4	Addition of Fractions (D) CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

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3	Addition and Subtraction of Fractions	4	Addition of Fractions (D) CCSS.Math.Content.5.NF.A.2	Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
3	Addition and Subtraction of Fractions	5	Addition of Fractions (E) CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3	Addition and Subtraction of Fractions	5	Addition of Fractions (E) CCSS.Math.Content.5.NF.A.2	Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
3	Addition and Subtraction of Fractions	6	Addition of Fractions (F) CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3	Addition and Subtraction of Fractions	6	Addition of Fractions (F) CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
3	Addition and Subtraction of Fractions	6	Addition of Fractions (F) CCSS.Math.Content.5.NF.A.2	Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
3	Addition and Subtraction of Fractions	7	Addition of Fractions (G) CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
3	Addition and Subtraction of Fractions	7	Addition of Fractions (G) CCSS.Math.Content.5.NF.A.2	Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

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3	Addition and Subtraction of Fractions	8	Subtraction of Fractions (A) CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
3	Addition and Subtraction of Fractions	8	Subtraction of Fractions (A) CCSS.Math.Content.5.NF.A.2	Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
3	Addition and Subtraction of Fractions	9	Subtraction of Fractions (B) CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3	Addition and Subtraction of Fractions	9	Subtraction of Fractions (B) CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
3	Addition and Subtraction of Fractions	9	Subtraction of Fractions (B) CCSS.Math.Content.5.NF.A.2	Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
3	Addition and Subtraction of Fractions	10	Subtraction of Fractions (C) CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3	Addition and Subtraction of Fractions	10	Subtraction of Fractions (C) CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
3	Addition and Subtraction of Fractions	10	Subtraction of Fractions (C) CCSS.Math.Content.5.NF.A.2	Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

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3	Addition and Subtraction of Fractions	11	Subtraction of Fractions (D)	CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3	Addition and Subtraction of Fractions	11	Subtraction of Fractions (D)	CCSS.Math.Content.5.NF.A.2 Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
3	Addition and Subtraction of Fractions	12	Subtraction of Fractions (E)	CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3	Addition and Subtraction of Fractions	12	Subtraction of Fractions (E)	CCSS.Math.Content.5.NF.A.1 Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
3	Addition and Subtraction of Fractions	12	Subtraction of Fractions (E)	CCSS.Math.Content.5.NF.A.2 Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
3	Addition and Subtraction of Fractions	13	Subtraction of Fractions (F)	CCSS.Math.Content.5.NF.A.1 Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
3	Addition and Subtraction of Fractions	13	Subtraction of Fractions (F)	CCSS.Math.Content.5.NF.A.2 Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
3	Addition and Subtraction of Fractions	14	Big Ideas: Mini-Project	CCSS.Math.Content.5.NBT.B.5 Perform operations with multi-digit whole numbers and with decimals to hundredths. Fluently multiply multi-digit whole numbers using the standard algorithm.

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3	Addition and Subtraction of Fractions	14	Big Ideas: Mini-Project	<p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>CCSS.Math.Content.5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
3	Addition and Subtraction of Fractions	14	Big Ideas: Mini-Project	<p>CCSS.Math.Practice.MP6 Attend to precision.</p>
4	Addition and Subtraction of Mixed Numbers	1	Addition of Mixed Numbers (A)	<p>CCSS.Math.Content.5.NF.A.1 Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p>
4	Addition and Subtraction of Mixed Numbers	1	Addition of Mixed Numbers (A)	<p>CCSS.Math.Content.5.NF.A.2 Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>
4	Addition and Subtraction of Mixed Numbers	2	Addition of Mixed Numbers (B)	<p>CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
4	Addition and Subtraction of Mixed Numbers	2	Addition of Mixed Numbers (B)	<p>CCSS.Math.Content.5.NF.A.1 Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p>
4	Addition and Subtraction of Mixed Numbers	3	Addition of Mixed Numbers (C)	<p>CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
4	Addition and Subtraction of Mixed Numbers	3	Addition of Mixed Numbers (C)	<p>CCSS.Math.Content.5.NF.A.2 Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>
4	Addition and Subtraction of Mixed Numbers	4	Addition of Mixed Numbers (D)	<p>CCSS.Math.Content.5.NF.A.1 Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p>

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4	Addition and Subtraction of Mixed Numbers	4	Addition of Mixed Numbers (D) CCSS.Math.Content.5.NF.A.2	Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
4	Addition and Subtraction of Mixed Numbers	5	Your Choice N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
4	Addition and Subtraction of Mixed Numbers	6	Subtraction of Mixed Numbers (A) CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
4	Addition and Subtraction of Mixed Numbers	7	Subtraction of Mixed Numbers (B) CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
4	Addition and Subtraction of Mixed Numbers	7	Subtraction of Mixed Numbers (B) CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
4	Addition and Subtraction of Mixed Numbers	7	Subtraction of Mixed Numbers (B) CCSS.Math.Content.5.NF.A.2	Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
4	Addition and Subtraction of Mixed Numbers	8	Subtraction of Mixed Numbers (C) CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
4	Addition and Subtraction of Mixed Numbers	8	Subtraction of Mixed Numbers (C) CCSS.Math.Content.5.NF.A.2	Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

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4	Addition and Subtraction of Mixed Numbers	9	Subtraction of Mixed Numbers (D) CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
4	Addition and Subtraction of Mixed Numbers	9	Subtraction of Mixed Numbers (D) CCSS.Math.Content.5.NF.A.2	Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
4	Addition and Subtraction of Mixed Numbers	10	Addition and Subtraction of Mixed Numbers (A) CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
4	Addition and Subtraction of Mixed Numbers	11	Addition and Subtraction of Mixed Numbers (B) CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
4	Addition and Subtraction of Mixed Numbers	11	Addition and Subtraction of Mixed Numbers (B) CCSS.Math.Content.5.NF.A.2	Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
4	Addition and Subtraction of Mixed Numbers	12	Addition and Subtraction of Mixed Numbers (C) CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
4	Addition and Subtraction of Mixed Numbers	12	Addition and Subtraction of Mixed Numbers (C) CCSS.Math.Content.5.NF.A.2	Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
4	Addition and Subtraction of Mixed Numbers	13	Big Ideas: Extended Problems CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

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4	Addition and Subtraction of Mixed Numbers	13	Big Ideas: Extended Problems	CCSS.Math.Content.5.NF.A.2	Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
5	Multiplication with Fractions and Mixed Numbers	1	Multiplying with Fractions (A)	CCSS.Math.Content.5.NF.B.3	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
5	Multiplication with Fractions and Mixed Numbers	1	Multiplying with Fractions (A)	CCSS.Math.Content.5.NF.B.4a	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.
5	Multiplication with Fractions and Mixed Numbers	2	Multiplying with Fractions (B)	CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
5	Multiplication with Fractions and Mixed Numbers	2	Multiplying with Fractions (B)	CCSS.Math.Content.5.NF.B.4	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
5	Multiplication with Fractions and Mixed Numbers	2	Multiplying with Fractions (B)	CCSS.Math.Content.5.NF.B.4a	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.

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5	Multiplication with Fractions and Mixed Numbers	2	Multiplying with Fractions (B)	<p>CCSS.Math.Content.5.NF.B.5b</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Interpret multiplication as scaling (resizing), by:</p> <p>Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p>
5	Multiplication with Fractions and Mixed Numbers	3	Multiplying with Fractions (C)	<p>CCSS.Math.Content.3.OA.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
5	Multiplication with Fractions and Mixed Numbers	3	Multiplying with Fractions (C)	<p>CCSS.Math.Content.5.NF.B.4</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p>
5	Multiplication with Fractions and Mixed Numbers	3	Multiplying with Fractions (C)	<p>CCSS.Math.Content.5.NF.B.4a</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.</p>
5	Multiplication with Fractions and Mixed Numbers	3	Multiplying with Fractions (C)	<p>CCSS.Math.Content.5.NF.B.5b</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Interpret multiplication as scaling (resizing), by:</p> <p>Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p>
5	Multiplication with Fractions and Mixed Numbers	3	Multiplying with Fractions (C)	<p>CCSS.Math.Content.5.NF.B.6</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>

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5	Multiplication with Fractions and Mixed Numbers	4	Multiplying with Fractions (D)	CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
5	Multiplication with Fractions and Mixed Numbers	4	Multiplying with Fractions (D)	CCSS.Math.Content.5.NBT.B.6 Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
5	Multiplication with Fractions and Mixed Numbers	4	Multiplying with Fractions (D)	CCSS.Math.Content.5.NF.B.4a Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.
5	Multiplication with Fractions and Mixed Numbers	4	Multiplying with Fractions (D)	CCSS.Math.Content.5.NF.B.4b Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5	Multiplication with Fractions and Mixed Numbers	4	Multiplying with Fractions (D)	CCSS.Math.Content.5.NF.B.5b Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret multiplication as scaling (resizing), by: Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
5	Multiplication with Fractions and Mixed Numbers	4	Multiplying with Fractions (D)	CCSS.Math.Content.5.NF.B.6 Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

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5	Multiplication with Fractions and Mixed Numbers	5	Multiplying with Fractions (E)	CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
5	Multiplication with Fractions and Mixed Numbers	5	Multiplying with Fractions (E)	CCSS.Math.Content.5.NBT.B.6 Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
5	Multiplication with Fractions and Mixed Numbers	5	Multiplying with Fractions (E)	CCSS.Math.Content.5.NF.B.4 Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
5	Multiplication with Fractions and Mixed Numbers	5	Multiplying with Fractions (E)	CCSS.Math.Content.5.NF.B.4a Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
5	Multiplication with Fractions and Mixed Numbers	5	Multiplying with Fractions (E)	CCSS.Math.Content.5.NF.B.4b Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
5	Multiplication with Fractions and Mixed Numbers	5	Multiplying with Fractions (E)	CCSS.Math.Content.5.NF.B.4b Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5	Multiplication with Fractions and Mixed Numbers	5	Multiplying with Fractions (E)	CCSS.Math.Content.5.NF.B.5b Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret multiplication as scaling (resizing), by: Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

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5	Multiplication with Fractions and Mixed Numbers	5	Multiplying with Fractions (E)	<p>CCSS.Math.Content.5.NF.B.6</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>
5	Multiplication with Fractions and Mixed Numbers	6	Multiplying with Fractions (F)	<p>CCSS.Math.Content.5.NF.B.3</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>
5	Multiplication with Fractions and Mixed Numbers	6	Multiplying with Fractions (F)	<p>CCSS.Math.Content.5.NF.B.4a</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.</p>
5	Multiplication with Fractions and Mixed Numbers	6	Multiplying with Fractions (F)	<p>CCSS.Math.Content.5.NF.B.4b</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>
5	Multiplication with Fractions and Mixed Numbers	6	Multiplying with Fractions (F)	<p>CCSS.Math.Content.5.NF.B.5b</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Interpret multiplication as scaling (resizing), by:</p> <p>Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p>
5	Multiplication with Fractions and Mixed Numbers	6	Multiplying with Fractions (F)	<p>CCSS.Math.Content.5.NF.B.6</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>

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5	Multiplication with Fractions and Mixed Numbers	6	Multiplying with Fractions (F)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
5	Multiplication with Fractions and Mixed Numbers	6	Multiplying with Fractions (F)	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
5	Multiplication with Fractions and Mixed Numbers	6	Multiplying with Fractions (F)	CCSS.Math.Practice.MP4	Model with mathematics.
5	Multiplication with Fractions and Mixed Numbers	6	Multiplying with Fractions (F)	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
5	Multiplication with Fractions and Mixed Numbers	6	Multiplying with Fractions (F)	CCSS.Math.Practice.MP6	Attend to precision.
5	Multiplication with Fractions and Mixed Numbers	7	Multiplying with Mixed Numbers (A)	CCSS.Math.Content.5.NF.B.4a	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.
5	Multiplication with Fractions and Mixed Numbers	7	Multiplying with Mixed Numbers (A)	CCSS.Math.Content.5.NF.B.5a	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret multiplication as scaling (resizing), by: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
5	Multiplication with Fractions and Mixed Numbers	7	Multiplying with Mixed Numbers (A)	CCSS.Math.Content.5.NF.B.5b	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret multiplication as scaling (resizing), by: Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
5	Multiplication with Fractions and Mixed Numbers	7	Multiplying with Mixed Numbers (A)	CCSS.Math.Content.5.NF.B.6	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
5	Multiplication with Fractions and Mixed Numbers	8	Multiplying with Mixed Numbers (B)	CCSS.Math.Content.4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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5	Multiplication with Fractions and Mixed Numbers	8	Multiplying with Mixed Numbers (B)	<p>CCSS.Math.Content.5.NBT.B.6</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
5	Multiplication with Fractions and Mixed Numbers	8	Multiplying with Mixed Numbers (B)	<p>CCSS.Math.Content.5.NF.B.4</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p>
5	Multiplication with Fractions and Mixed Numbers	8	Multiplying with Mixed Numbers (B)	<p>CCSS.Math.Content.5.NF.B.4a</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.</p>
5	Multiplication with Fractions and Mixed Numbers	8	Multiplying with Mixed Numbers (B)	<p>CCSS.Math.Content.5.NF.B.5a</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Interpret multiplication as scaling (resizing), by:</p> <p>Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p>
5	Multiplication with Fractions and Mixed Numbers	9	Multiplying with Mixed Numbers (C)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
5	Multiplication with Fractions and Mixed Numbers	9	Multiplying with Mixed Numbers (C)	<p>CCSS.Math.Content.5.NBT.B.6</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
5	Multiplication with Fractions and Mixed Numbers	9	Multiplying with Mixed Numbers (C)	<p>CCSS.Math.Content.5.NF.B.4a</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.</p>

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5	Multiplication with Fractions and Mixed Numbers	9	Multiplying with Mixed Numbers (C)	<p>CCSS.Math.Content.5.NF.B.5a</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Interpret multiplication as scaling (resizing), by:</p> <p>Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p>
5	Multiplication with Fractions and Mixed Numbers	9	Multiplying with Mixed Numbers (C)	<p>CCSS.Math.Content.5.NF.B.6</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>
5	Multiplication with Fractions and Mixed Numbers	10	Multiplying with Mixed Numbers (D)	<p>CCSS.Math.Content.5.NF.B.4</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p>
5	Multiplication with Fractions and Mixed Numbers	10	Multiplying with Mixed Numbers (D)	<p>CCSS.Math.Content.5.NF.B.4a</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.</p>
5	Multiplication with Fractions and Mixed Numbers	10	Multiplying with Mixed Numbers (D)	<p>CCSS.Math.Content.5.NF.B.5a</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Interpret multiplication as scaling (resizing), by:</p> <p>Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p>
5	Multiplication with Fractions and Mixed Numbers	10	Multiplying with Mixed Numbers (D)	<p>CCSS.Math.Content.5.NF.B.5b</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Interpret multiplication as scaling (resizing), by:</p> <p>Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p>

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5	Multiplication with Fractions and Mixed Numbers	10	Multiplying with Mixed Numbers (D) CCSS.Math.Content.5.NF.B.6	<p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>
5	Multiplication with Fractions and Mixed Numbers	11	Big Ideas: Mini-Project CCSS.Math.Content.5.NF.A.2	<p>Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>
5	Multiplication with Fractions and Mixed Numbers	11	Big Ideas: Mini-Project CCSS.Math.Content.5.NF.B.6	<p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>
5	Multiplication with Fractions and Mixed Numbers	11	Big Ideas: Mini-Project CCSS.Math.Practice.MP1	<p>Make sense of problems and persevere in solving them.</p>
6	Division with Unit Fractions	1	Unit Fractions Divided by Whole Numbers (A) CCSS.Math.Content.3.NF.A.2a	<p>Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.</p>
6	Division with Unit Fractions	1	Unit Fractions Divided by Whole Numbers (A) CCSS.Math.Content.5.NF.B.7a	<p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.</p>
6	Division with Unit Fractions	1	Unit Fractions Divided by Whole Numbers (A) CCSS.Math.Content.5.NF.B.7c	<p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.</p>
6	Division with Unit Fractions	2	Unit Fractions Divided by Whole Numbers (B) CCSS.Math.Content.4.NBT.B.5	<p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>

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6	Division with Unit Fractions	2	Unit Fractions Divided by Whole Numbers (B)	CCSS.Math.Content.5.NBT.B.6 Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6	Division with Unit Fractions	2	Unit Fractions Divided by Whole Numbers (B)	CCSS.Math.Content.5.NF.B.7a Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.
6	Division with Unit Fractions	2	Unit Fractions Divided by Whole Numbers (B)	CCSS.Math.Content.5.NF.B.7c Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.
6	Division with Unit Fractions	3	Unit Fractions Divided by Whole Numbers (C)	CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6	Division with Unit Fractions	3	Unit Fractions Divided by Whole Numbers (C)	CCSS.Math.Content.5.NBT.B.6 Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6	Division with Unit Fractions	3	Unit Fractions Divided by Whole Numbers (C)	CCSS.Math.Content.5.NF.B.7a Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.

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6	Division with Unit Fractions	3	Unit Fractions Divided by Whole Numbers (C)	<p>CCSS.Math.Content.5.NF.B.7c</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.</p>
6	Division with Unit Fractions	4	Unit Fractions Divided by Whole Numbers (D)	<p>CCSS.Math.Content.3.NBT.A.3</p> <p>Multiply one-digit whole numbers by multiples of 10 in the range 10—90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>
6	Division with Unit Fractions	4	Unit Fractions Divided by Whole Numbers (D)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
6	Division with Unit Fractions	4	Unit Fractions Divided by Whole Numbers (D)	<p>CCSS.Math.Content.5.NBT.B.6</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
6	Division with Unit Fractions	4	Unit Fractions Divided by Whole Numbers (D)	<p>CCSS.Math.Content.5.NF.B.7a</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.</p>
6	Division with Unit Fractions	4	Unit Fractions Divided by Whole Numbers (D)	<p>CCSS.Math.Content.5.NF.B.7c</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.</p>
6	Division with Unit Fractions	5	Unit Fractions Divided by Whole Numbers (E)	<p>CCSS.Math.Content.3.NBT.A.3</p> <p>Multiply one-digit whole numbers by multiples of 10 in the range 10—90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>

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6	Division with Unit Fractions	5	Unit Fractions Divided by Whole Numbers (E)	CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6	Division with Unit Fractions	5	Unit Fractions Divided by Whole Numbers (E)	CCSS.Math.Content.5.NBT.B.6 Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6	Division with Unit Fractions	5	Unit Fractions Divided by Whole Numbers (E)	CCSS.Math.Content.5.NF.B.7c Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.
6	Division with Unit Fractions	6	Unit Fractions Divided by Whole Numbers (F)	CCSS.Math.Content.5.NF.B.7a Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.
6	Division with Unit Fractions	6	Unit Fractions Divided by Whole Numbers (F)	CCSS.Math.Content.5.NF.B.7c Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.
6	Division with Unit Fractions	7	Your Choice	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.

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6	Division with Unit Fractions	8	Whole Numbers Divided by Unit Fractions (A)	CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6	Division with Unit Fractions	8	Whole Numbers Divided by Unit Fractions (A)	CCSS.Math.Content.5.NF.B.7b Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a whole number by a unit fraction, and compute such quotients.
6	Division with Unit Fractions	9	Whole Numbers Divided by Unit Fractions (B)	CCSS.Math.Content.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10—90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
6	Division with Unit Fractions	9	Whole Numbers Divided by Unit Fractions (B)	CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6	Division with Unit Fractions	9	Whole Numbers Divided by Unit Fractions (B)	CCSS.Math.Content.5.NBT.B.6 Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6	Division with Unit Fractions	9	Whole Numbers Divided by Unit Fractions (B)	CCSS.Math.Content.5.NF.B.7b Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a whole number by a unit fraction, and compute such quotients.
6	Division with Unit Fractions	9	Whole Numbers Divided by Unit Fractions (B)	CCSS.Math.Content.5.NF.B.7c Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.
6	Division with Unit Fractions	10	Whole Numbers Divided by Unit Fractions (C)	CCSS.Math.Content.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10—90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

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6	Division with Unit Fractions	10	Whole Numbers Divided by Unit Fractions (C)	CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6	Division with Unit Fractions	10	Whole Numbers Divided by Unit Fractions (C)	CCSS.Math.Content.5.NBT.B.6 Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6	Division with Unit Fractions	10	Whole Numbers Divided by Unit Fractions (C)	CCSS.Math.Content.5.NF.B.7b Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a whole number by a unit fraction, and compute such quotients.
6	Division with Unit Fractions	11	Whole Numbers Divided by Unit Fractions (D)	CCSS.Math.Content.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
6	Division with Unit Fractions	11	Whole Numbers Divided by Unit Fractions (D)	CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6	Division with Unit Fractions	11	Whole Numbers Divided by Unit Fractions (D)	CCSS.Math.Content.5.NBT.B.6 Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6	Division with Unit Fractions	11	Whole Numbers Divided by Unit Fractions (D)	CCSS.Math.Content.5.NF.B.7b Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a whole number by a unit fraction, and compute such quotients.
6	Division with Unit Fractions	12	Whole Numbers Divided by Unit Fractions (E)	CCSS.Math.Content.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

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6	Division with Unit Fractions	12	Whole Numbers Divided by Unit Fractions (E)	<p>CCSS.Math.Content.5.NF.B.7c</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.</p>
6	Division with Unit Fractions	13	Whole Numbers Divided by Unit Fractions (F)	<p>CCSS.Math.Content.5.NF.B.7b</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>Interpret division of a whole number by a unit fraction, and compute such quotients.</p>
6	Division with Unit Fractions	13	Whole Numbers Divided by Unit Fractions (F)	<p>CCSS.Math.Content.5.NF.B.7c</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.</p>
6	Division with Unit Fractions	13	Whole Numbers Divided by Unit Fractions (F)	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
6	Division with Unit Fractions	13	Whole Numbers Divided by Unit Fractions (F)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
6	Division with Unit Fractions	13	Whole Numbers Divided by Unit Fractions (F)	CCSS.Math.Practice.MP4 Model with mathematics.
6	Division with Unit Fractions	13	Whole Numbers Divided by Unit Fractions (F)	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
6	Division with Unit Fractions	13	Whole Numbers Divided by Unit Fractions (F)	CCSS.Math.Practice.MP6 Attend to precision.
6	Division with Unit Fractions	14	Big Ideas: Challenge Problems	<p>CCSS.Math.Content.5.G.A.2</p> <p>Graph points on the coordinate plane to solve real-world and mathematical problems.</p> <p>Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>
6	Division with Unit Fractions	14	Big Ideas: Challenge Problems	<p>CCSS.Math.Content.5.OA.A.2</p> <p>Write and interpret numerical expressions.</p> <p>Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p>

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6	Division with Unit Fractions	14	Big Ideas: Challenge Problems	<p>CCSS.Math.Content.5.OA.B.3</p> <p>Analyze patterns and relationships.</p> <p>Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.</p>
7	Geometric Measurement: Volume	1	Measuring Volume (A)	<p>CCSS.Math.Content.3.MD.C.5a</p> <p>A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.</p>
7	Geometric Measurement: Volume	1	Measuring Volume (A)	<p>CCSS.Math.Content.5.MD.C.3a</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.</p>
7	Geometric Measurement: Volume	1	Measuring Volume (A)	<p>CCSS.Math.Content.5.MD.C.3b</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</p>
7	Geometric Measurement: Volume	1	Measuring Volume (A)	<p>CCSS.Math.Content.5.MD.C.4</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p>
7	Geometric Measurement: Volume	1	Measuring Volume (A)	<p>CCSS.Math.Content.5.MD.C.5a</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p>

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7	Geometric Measurement: Volume	1	Measuring Volume (A)	<p>CCSS.Math.Content.5.MD.C.5b</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p>
7	Geometric Measurement: Volume	2	Measuring Volume (B)	<p>CCSS.Math.Content.3.NBT.A.3</p> <p>Multiply one-digit whole numbers by multiples of 10 in the range 10—90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>
7	Geometric Measurement: Volume	2	Measuring Volume (B)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
7	Geometric Measurement: Volume	2	Measuring Volume (B)	<p>CCSS.Math.Content.5.MD.C.3a</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.</p>
7	Geometric Measurement: Volume	2	Measuring Volume (B)	<p>CCSS.Math.Content.5.MD.C.3b</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</p>
7	Geometric Measurement: Volume	2	Measuring Volume (B)	<p>CCSS.Math.Content.5.MD.C.4</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p>

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7	Geometric Measurement: Volume	2	Measuring Volume (B)	<p>CCSS.Math.Content.5.MD.C.5a</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p>
7	Geometric Measurement: Volume	2	Measuring Volume (B)	<p>CCSS.Math.Content.5.NBT.B.6</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
7	Geometric Measurement: Volume	3	Measuring Volume (C)	<p>CCSS.Math.Content.5.MD.C.3a</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.</p>
7	Geometric Measurement: Volume	3	Measuring Volume (C)	<p>CCSS.Math.Content.5.MD.C.3b</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</p>
7	Geometric Measurement: Volume	3	Measuring Volume (C)	<p>CCSS.Math.Content.5.MD.C.4</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p>

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7	Geometric Measurement: Volume	3	Measuring Volume (C)	<p>CCSS.Math.Content.5.MD.C.5a</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p>
7	Geometric Measurement: Volume	3	Measuring Volume (C)	<p>CCSS.Math.Practice.MP1</p> <p>Make sense of problems and persevere in solving them.</p>
7	Geometric Measurement: Volume	3	Measuring Volume (C)	<p>CCSS.Math.Practice.MP2</p> <p>Reason abstractly and quantitatively.</p>
7	Geometric Measurement: Volume	3	Measuring Volume (C)	<p>CCSS.Math.Practice.MP4</p> <p>Model with mathematics.</p>
7	Geometric Measurement: Volume	3	Measuring Volume (C)	<p>CCSS.Math.Practice.MP5</p> <p>Use appropriate tools strategically.</p>
7	Geometric Measurement: Volume	3	Measuring Volume (C)	<p>CCSS.Math.Practice.MP6</p> <p>Attend to precision.</p>
7	Geometric Measurement: Volume	4	Calculating Volume (A)	<p>CCSS.Math.Content.3.MD.C.7b</p> <p>Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p>
7	Geometric Measurement: Volume	4	Calculating Volume (A)	<p>CCSS.Math.Content.5.MD.C.5a</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p>
7	Geometric Measurement: Volume	4	Calculating Volume (A)	<p>CCSS.Math.Content.5.MD.C.5b</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p>

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7	Geometric Measurement: Volume	5	Calculating Volume (B)	CCSS.Math.Content.3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10—90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
7	Geometric Measurement: Volume	5	Calculating Volume (B)	CCSS.Math.Content.4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7	Geometric Measurement: Volume	5	Calculating Volume (B)	CCSS.Math.Content.5.MD.C.5a	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
7	Geometric Measurement: Volume	5	Calculating Volume (B)	CCSS.Math.Content.5.MD.C.5b	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
7	Geometric Measurement: Volume	5	Calculating Volume (B)	CCSS.Math.Content.5.NBT.B.6	Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7	Geometric Measurement: Volume	6	Calculating Volume (C)	CCSS.Math.Content.3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10—90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
7	Geometric Measurement: Volume	6	Calculating Volume (C)	CCSS.Math.Content.4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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7	Geometric Measurement: Volume	6	Calculating Volume (C)	<p>CCSS.Math.Content.5.MD.C.5a</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p>
7	Geometric Measurement: Volume	6	Calculating Volume (C)	<p>CCSS.Math.Content.5.MD.C.5b</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p>
7	Geometric Measurement: Volume	6	Calculating Volume (C)	<p>CCSS.Math.Content.5.NBT.B.6</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
7	Geometric Measurement: Volume	7	Calculating Volume (D)	<p>CCSS.Math.Content.5.MD.C.5a</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p>

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7	Geometric Measurement: Volume	7	Calculating Volume (D)	<p>CCSS.Math.Content.5.MD.C.5b</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p>
7	Geometric Measurement: Volume	8	Your Choice	<p>N/A</p> <p>Students can use this lesson time to do any of the following.</p> <p>Catch up on work from earlier lessons.</p> <p>Practice in Stride.</p> <p>Practice your Math Facts.</p> <p>Prepare for upcoming tests.</p>
7	Geometric Measurement: Volume	9	Volume and Problem Solving (A)	<p>CCSS.Math.Content.5.MD.C.5b</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p>
7	Geometric Measurement: Volume	9	Volume and Problem Solving (A)	<p>CCSS.Math.Content.5.MD.C.5c</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p>
7	Geometric Measurement: Volume	10	Volume and Problem Solving (B)	<p>CCSS.Math.Content.3.NBT.A.3</p> <p>Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>
7	Geometric Measurement: Volume	10	Volume and Problem Solving (B)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>

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7	Geometric Measurement: Volume	10	Volume and Problem Solving (B)	<p>CCSS.Math.Content.5.MD.C.5c</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p>
7	Geometric Measurement: Volume	10	Volume and Problem Solving (B)	<p>CCSS.Math.Content.5.NBT.B.6</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
7	Geometric Measurement: Volume	11	Volume and Problem Solving (C)	<p>CCSS.Math.Content.5.MD.C.5b</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p>
7	Geometric Measurement: Volume	11	Volume and Problem Solving (C)	<p>CCSS.Math.Content.5.MD.C.5c</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p>
7	Geometric Measurement: Volume	12	Big Ideas: Extended Problems	<p>CCSS.Math.Content.5.MD.C.5a</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the association of multiplication of whole numbers with volume.</p>

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7	Geometric Measurement: Volume	12	Big Ideas: Extended Problems	CCSS.Math.Content.5.NBT.B.5	Perform operations with multi-digit whole numbers and with decimals to hundredths. Fluently multiply multi-digit whole numbers using the standard algorithm.
7	Geometric Measurement: Volume	12	Big Ideas: Extended Problems	CCSS.Math.Content.5.NF.B.4a	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.
7	Geometric Measurement: Volume	12	Big Ideas: Extended Problems	CCSS.Math.Content.5.NF.B.6	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
7	Geometric Measurement: Volume	12	Big Ideas: Extended Problems	CCSS.Math.Content.5.NF.B.7c	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.
7	Geometric Measurement: Volume	12	Big Ideas: Extended Problems	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
8	Mid-Year Test	1	Mid-Year Test, Part 1	Multiple	All assessed standards covered by this point in the course
8	Mid-Year Test	2	Mid-Year Test, Part 2	Multiple	All assessed standards covered by this point in the course
8	Mid-Year Test	3	Your Choice	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
9	Decimals	1	Exploring Decimals (A)	CCSS.Math.Content.4.NBT.A.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
9	Decimals	1	Exploring Decimals (A)	CCSS.Math.Content.4.NF.C.6	Use decimal notation for fractions with denominators 10 or 100.

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9	Decimals	1	Exploring Decimals (A)	<p>CCSS.Math.Content.5.NBT.A.3a</p> <p>Understand the place value system.</p> <p>Read, write, and compare decimals to thousandths.</p> <p>Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p>
9	Decimals	1	Exploring Decimals (A)	<p>CCSS.Math.Content.5.NBT.A.3b</p> <p>Understand the place value system.</p> <p>Read, write, and compare decimals to thousandths.</p> <p>Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>
9	Decimals	2	Exploring Decimals (B)	<p>CCSS.Math.Content.3.NBT.A.3</p> <p>Multiply one-digit whole numbers by multiples of 10 in the range 10—90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>
9	Decimals	2	Exploring Decimals (B)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
9	Decimals	2	Exploring Decimals (B)	<p>CCSS.Math.Content.5.NBT.A.3a</p> <p>Understand the place value system.</p> <p>Read, write, and compare decimals to thousandths.</p> <p>Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p>
9	Decimals	2	Exploring Decimals (B)	<p>CCSS.Math.Content.5.NBT.B.6</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
9	Decimals	3	Exploring Decimals (C)	<p>CCSS.Math.Content.3.NBT.A.3</p> <p>Multiply one-digit whole numbers by multiples of 10 in the range 10—90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>
9	Decimals	3	Exploring Decimals (C)	<p>CCSS.Math.Content.4.NBT.B.5</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
9	Decimals	3	Exploring Decimals (C)	<p>CCSS.Math.Content.4.NF.C.6</p> <p>Use decimal notation for fractions with denominators 10 or 100.</p>

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9	Decimals	3	Exploring Decimals (C)	<p>CCSS.Math.Content.5.NBT.A.3a</p> <p>Understand the place value system.</p> <p>Read, write, and compare decimals to thousandths.</p> <p>Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p>
9	Decimals	3	Exploring Decimals (C)	<p>CCSS.Math.Content.5.NBT.A.3b</p> <p>Understand the place value system.</p> <p>Read, write, and compare decimals to thousandths.</p> <p>Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>
9	Decimals	3	Exploring Decimals (C)	<p>CCSS.Math.Content.5.NBT.B.6</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
9	Decimals	4	Exploring Decimals (D)	<p>CCSS.Math.Content.4.NF.C.6</p> <p>Use decimal notation for fractions with denominators 10 or 100.</p>
9	Decimals	4	Exploring Decimals (D)	<p>CCSS.Math.Content.5.NBT.A.3a</p> <p>Understand the place value system.</p> <p>Read, write, and compare decimals to thousandths.</p> <p>Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p>
9	Decimals	4	Exploring Decimals (D)	<p>CCSS.Math.Content.5.NBT.A.3b</p> <p>Understand the place value system.</p> <p>Read, write, and compare decimals to thousandths.</p> <p>Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>
9	Decimals	4	Exploring Decimals (D)	<p>CCSS.Math.Practice.MP1</p> <p>Make sense of problems and persevere in solving them.</p>
9	Decimals	4	Exploring Decimals (D)	<p>CCSS.Math.Practice.MP2</p> <p>Reason abstractly and quantitatively.</p>
9	Decimals	4	Exploring Decimals (D)	<p>CCSS.Math.Practice.MP4</p> <p>Model with mathematics.</p>
9	Decimals	4	Exploring Decimals (D)	<p>CCSS.Math.Practice.MP5</p> <p>Use appropriate tools strategically.</p>
9	Decimals	4	Exploring Decimals (D)	<p>CCSS.Math.Practice.MP6</p> <p>Attend to precision.</p>

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9	Decimals	5	Comparing Decimals (A)	CCSS.Math.Content.4.NBT.A.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
9	Decimals	5	Comparing Decimals (A)	CCSS.Math.Content.4.NF.C.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.
9	Decimals	5	Comparing Decimals (A)	CCSS.Math.Content.5.NBT.A.3b	Understand the place value system. Read, write, and compare decimals to thousandths. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
9	Decimals	6	Comparing Decimals (B)	CCSS.Math.Content.3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
9	Decimals	6	Comparing Decimals (B)	CCSS.Math.Content.4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
9	Decimals	6	Comparing Decimals (B)	CCSS.Math.Content.5.NBT.A.3b	Understand the place value system. Read, write, and compare decimals to thousandths. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
9	Decimals	6	Comparing Decimals (B)	CCSS.Math.Content.5.NBT.B.6	Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
9	Decimals	7	Comparing Decimals (C)	CCSS.Math.Content.4.NF.C.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.
9	Decimals	7	Comparing Decimals (C)	CCSS.Math.Content.5.NBT.A.3b	Understand the place value system. Read, write, and compare decimals to thousandths. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

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9	Decimals	8	Your Choice	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
9	Decimals	9	Rounding Decimals (A)	CCSS.Math.Content.4.NBT.A.3	Use place value understanding to round multi-digit whole numbers to any place.
9	Decimals	9	Rounding Decimals (A)	CCSS.Math.Content.5.NBT.A.4	Understand the place value system. Use place value understanding to round decimals to any place.
9	Decimals	10	Rounding Decimals (B)	CCSS.Math.Content.3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10—90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
9	Decimals	10	Rounding Decimals (B)	CCSS.Math.Content.4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
9	Decimals	10	Rounding Decimals (B)	CCSS.Math.Content.5.NBT.A.4	Understand the place value system. Use place value understanding to round decimals to any place.
9	Decimals	10	Rounding Decimals (B)	CCSS.Math.Content.5.NBT.B.6	Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
9	Decimals	11	Rounding Decimals (C)	CCSS.Math.Content.5.NBT.A.4	Understand the place value system. Use place value understanding to round decimals to any place.
9	Decimals	12	Place Value Relationships to Thousandths (A)	CCSS.Math.Content.4.NBT.A.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
9	Decimals	12	Place Value Relationships to Thousandths (A)	CCSS.Math.Content.5.NBT.A.1	Understand the place value system. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.
9	Decimals	13	Place Value Relationships to Thousandths (B)	CCSS.Math.Content.5.NBT.A.1	Understand the place value system. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.

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9	Decimals	14	Place Value Relationships to Thousandths (C)	CCSS.Math.Content.5.NBT.A.1 Understand the place value system. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
9	Decimals	15	Big Ideas: Challenge Problems	CCSS.Math.Content.5.MD.A.1 Convert like measurement units within a given measurement system. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
9	Decimals	15	Big Ideas: Challenge Problems	CCSS.Math.Content.5.NF.B.4 Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
9	Decimals	15	Big Ideas: Challenge Problems	CCSS.Math.Content.5.NF.B.6 Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
10	Addition and Subtraction of Decimals	1	Decimal Addition (A)	CCSS.Math.Content.4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
10	Addition and Subtraction of Decimals	1	Decimal Addition (A)	CCSS.Math.Content.5.NBT.B.7 Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
10	Addition and Subtraction of Decimals	1	Decimal Addition (A)	CCSS.Math.Content.5.NF.A.2 Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
10	Addition and Subtraction of Decimals	2	Decimal Addition (B)	CCSS.Math.Content.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
10	Addition and Subtraction of Decimals	2	Decimal Addition (B)	CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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10	Addition and Subtraction of Decimals	2	Decimal Addition (B)	<p>CCSS.Math.Content.5.NBT.B.6</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
10	Addition and Subtraction of Decimals	2	Decimal Addition (B)	<p>CCSS.Math.Content.5.NBT.B.7</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
10	Addition and Subtraction of Decimals	2	Decimal Addition (B)	<p>CCSS.Math.Content.5.NF.A.2</p> <p>Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>
10	Addition and Subtraction of Decimals	3	Decimal Addition (C)	<p>CCSS.Math.Content.5.NBT.B.7</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
10	Addition and Subtraction of Decimals	3	Decimal Addition (C)	<p>CCSS.Math.Content.5.NF.A.2</p> <p>Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>
10	Addition and Subtraction of Decimals	4	Decimal Subtraction (A)	<p>CCSS.Math.Content.4.NBT.B.4</p> <p>Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p>
10	Addition and Subtraction of Decimals	4	Decimal Subtraction (A)	<p>CCSS.Math.Content.5.NBT.B.7</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>

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10	Addition and Subtraction of Decimals	4	Decimal Subtraction (A)	CCSS.Math.Content.5.NF.A.2	Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
10	Addition and Subtraction of Decimals	5	Decimal Subtraction (B)	CCSS.Math.Content.3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10—90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
10	Addition and Subtraction of Decimals	5	Decimal Subtraction (B)	CCSS.Math.Content.4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
10	Addition and Subtraction of Decimals	5	Decimal Subtraction (B)	CCSS.Math.Content.5.NBT.B.6	Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
10	Addition and Subtraction of Decimals	5	Decimal Subtraction (B)	CCSS.Math.Content.5.NBT.B.7	Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
10	Addition and Subtraction of Decimals	5	Decimal Subtraction (B)	CCSS.Math.Content.5.NF.A.2	Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
10	Addition and Subtraction of Decimals	6	Decimal Subtraction (C)	CCSS.Math.Content.5.NBT.B.7	Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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10	Addition and Subtraction of Decimals	6	Decimal Subtraction (C)	CCSS.Math.Content.5.NF.A.2 Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
10	Addition and Subtraction of Decimals	7	Your Choice	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
10	Addition and Subtraction of Decimals	8	Add and Subtract Decimals in the Real World (A)	CCSS.Math.Content.5.NBT.B.7 Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
10	Addition and Subtraction of Decimals	8	Add and Subtract Decimals in the Real World (A)	CCSS.Math.Content.5.NF.A.2 Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
10	Addition and Subtraction of Decimals	8	Add and Subtract Decimals in the Real World (A)	CCSS.Math.Content.5.OA.A.2 Write and interpret numerical expressions. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
10	Addition and Subtraction of Decimals	9	Add and Subtract Decimals in the Real World (B)	CCSS.Math.Content.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
10	Addition and Subtraction of Decimals	9	Add and Subtract Decimals in the Real World (B)	CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
10	Addition and Subtraction of Decimals	9	Add and Subtract Decimals in the Real World (B)	CCSS.Math.Content.5.NBT.B.6 Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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10	Addition and Subtraction of Decimals	9	Add and Subtract Decimals in the Real World (B)	CCSS.Math.Content.5.NBT.B.7	Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
10	Addition and Subtraction of Decimals	9	Add and Subtract Decimals in the Real World (B)	CCSS.Math.Content.5.NF.A.2	Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
10	Addition and Subtraction of Decimals	9	Add and Subtract Decimals in the Real World (B)	CCSS.Math.Content.5.OA.A.2	Write and interpret numerical expressions. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
10	Addition and Subtraction of Decimals	10	Add and Subtract Decimals in the Real World (C)	CCSS.Math.Content.3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
10	Addition and Subtraction of Decimals	10	Add and Subtract Decimals in the Real World (C)	CCSS.Math.Content.4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
10	Addition and Subtraction of Decimals	10	Add and Subtract Decimals in the Real World (C)	CCSS.Math.Content.5.NBT.B.6	Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
10	Addition and Subtraction of Decimals	10	Add and Subtract Decimals in the Real World (C)	CCSS.Math.Content.5.NBT.B.7	Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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10	Addition and Subtraction of Decimals	11	Add and Subtract Decimals in the Real World (D)	CCSS.Math.Content.5.NBT.B.7 Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
10	Addition and Subtraction of Decimals	11	Add and Subtract Decimals in the Real World (D)	CCSS.Math.Content.5.NF.A.2 Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
10	Addition and Subtraction of Decimals	11	Add and Subtract Decimals in the Real World (D)	CCSS.Math.Content.5.OA.A.2 Write and interpret numerical expressions. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
10	Addition and Subtraction of Decimals	12	Big Ideas: Extended Problems	CCSS.Math.Content.5.NBT.A.1 Understand the place value system. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
10	Addition and Subtraction of Decimals	12	Big Ideas: Extended Problems	CCSS.Math.Content.5.NBT.A.3a Understand the place value system. Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
10	Addition and Subtraction of Decimals	12	Big Ideas: Extended Problems	CCSS.Math.Content.5.NBT.B.7 Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
10	Addition and Subtraction of Decimals	12	Big Ideas: Extended Problems	CCSS.Math.Content.5.NF.A.2 Use equivalent fractions as a strategy to add and subtract fractions. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
11	Multiplication with Decimals	1	Multiplying Whole Numbers by Decimals (A)	CCSS.Math.Content.4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100.

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11	Multiplication with Decimals	1	Multiplying Whole Numbers by Decimals (A)	CCSS.Math.Content.5.NBT.B.7 Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
11	Multiplication with Decimals	2	Multiplying Whole Numbers by Decimals (B)	CCSS.Math.Content.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10—90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
11	Multiplication with Decimals	2	Multiplying Whole Numbers by Decimals (B)	CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
11	Multiplication with Decimals	2	Multiplying Whole Numbers by Decimals (B)	CCSS.Math.Content.5.NBT.B.6 Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
11	Multiplication with Decimals	2	Multiplying Whole Numbers by Decimals (B)	CCSS.Math.Content.5.NBT.B.7 Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
11	Multiplication with Decimals	3	Multiplying Whole Numbers by Decimals (C)	CCSS.Math.Content.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10—90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
11	Multiplication with Decimals	3	Multiplying Whole Numbers by Decimals (C)	CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
11	Multiplication with Decimals	3	Multiplying Whole Numbers by Decimals (C)	CCSS.Math.Content.5.NBT.B.6 Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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11	Multiplication with Decimals	3	Multiplying Whole Numbers by Decimals (C)	CCSS.Math.Content.5.NBT.B.7 Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
11	Multiplication with Decimals	4	Multiplying Whole Numbers by Decimals (D)	CCSS.Math.Content.5.NBT.B.7 Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
11	Multiplication with Decimals	5	Multiplying Decimals by Powers of 10 (A)	CCSS.Math.Content.5.NBT.A.2 Understand the place value system. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
11	Multiplication with Decimals	6	Multiplying Decimals by Powers of 10 (B)	CCSS.Math.Content.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10—90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
11	Multiplication with Decimals	6	Multiplying Decimals by Powers of 10 (B)	CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
11	Multiplication with Decimals	6	Multiplying Decimals by Powers of 10 (B)	CCSS.Math.Content.5.NBT.A.2 Understand the place value system. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
11	Multiplication with Decimals	6	Multiplying Decimals by Powers of 10 (B)	CCSS.Math.Content.5.NBT.B.6 Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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11	Multiplication with Decimals	7	Multiplying Decimals by Powers of 10 (C)	CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
11	Multiplication with Decimals	7	Multiplying Decimals by Powers of 10 (C)	CCSS.Math.Content.5.NBT.A.2 Understand the place value system. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
11	Multiplication with Decimals	8	Multiplying Two Decimals (A)	CCSS.Math.Content.5.NBT.B.7 Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
11	Multiplication with Decimals	9	Multiplying Two Decimals (B)	CCSS.Math.Content.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10—90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
11	Multiplication with Decimals	9	Multiplying Two Decimals (B)	CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
11	Multiplication with Decimals	9	Multiplying Two Decimals (B)	CCSS.Math.Content.5.NBT.B.6 Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
11	Multiplication with Decimals	9	Multiplying Two Decimals (B)	CCSS.Math.Content.5.NBT.B.7 Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
11	Multiplication with Decimals	10	Multiplying Two Decimals (C)	CCSS.Math.Content.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10—90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

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11	Multiplication with Decimals	10	Multiplying Two Decimals (C) CCSS.Math.Content.4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
11	Multiplication with Decimals	10	Multiplying Two Decimals (C) CCSS.Math.Content.5.NBT.B.6	Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
11	Multiplication with Decimals	10	Multiplying Two Decimals (C) CCSS.Math.Content.5.NBT.B.7	Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
11	Multiplication with Decimals	11	Multiplying Two Decimals (D) CCSS.Math.Content.5.NBT.A.2	Understand the place value system. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
11	Multiplication with Decimals	11	Multiplying Two Decimals (D) CCSS.Math.Content.5.NBT.B.7	Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
11	Multiplication with Decimals	12	Multiplying Two Decimals (E) CCSS.Math.Content.5.NBT.B.7	Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
11	Multiplication with Decimals	13	Big Ideas: Challenge Problems CCSS.Math.Content.5.G.B.4	Classify two-dimensional figures into categories based on their properties. Classify two-dimensional figures in a hierarchy based on properties.

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11	Multiplication with Decimals	13	Big Ideas: Challenge Problems	<p>CCSS.Math.Content.5.MD.C.5b</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p>
12	Division with Decimals	1	Dividing Whole Numbers and Decimals (A)	<p>CCSS.Math.Content.4.NBT.B.6</p> <p>Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
12	Division with Decimals	1	Dividing Whole Numbers and Decimals (A)	<p>CCSS.Math.Content.5.NBT.B.6</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
12	Division with Decimals	1	Dividing Whole Numbers and Decimals (A)	<p>CCSS.Math.Content.5.NBT.B.7</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
12	Division with Decimals	1	Dividing Whole Numbers and Decimals (A)	<p>CCSS.Math.Content.5.OA.A.2</p> <p>Write and interpret numerical expressions.</p> <p>Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p>
12	Division with Decimals	2	Dividing Whole Numbers and Decimals (B)	<p>CCSS.Math.Content.5.NBT.A.2</p> <p>Understand the place value system.</p> <p>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p>
12	Division with Decimals	2	Dividing Whole Numbers and Decimals (B)	<p>CCSS.Math.Content.5.NBT.B.6</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>

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12	Division with Decimals	2	Dividing Whole Numbers and Decimals (B)	<p>CCSS.Math.Content.5.NBT.B.7</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
12	Division with Decimals	2	Dividing Whole Numbers and Decimals (B)	<p>CCSS.Math.Content.5.OA.A.2</p> <p>Write and interpret numerical expressions.</p> <p>Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p>
12	Division with Decimals	3	Dividing Whole Numbers and Decimals (C)	<p>CCSS.Math.Content.5.NBT.A.2</p> <p>Understand the place value system.</p> <p>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p>
12	Division with Decimals	3	Dividing Whole Numbers and Decimals (C)	<p>CCSS.Math.Content.5.NBT.B.7</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
12	Division with Decimals	3	Dividing Whole Numbers and Decimals (C)	<p>CCSS.Math.Content.5.OA.A.2</p> <p>Write and interpret numerical expressions.</p> <p>Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p>
12	Division with Decimals	4	Dividing Whole Numbers and Decimals (D)	<p>CCSS.Math.Content.5.NBT.B.6</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
12	Division with Decimals	4	Dividing Whole Numbers and Decimals (D)	<p>CCSS.Math.Content.5.NBT.B.7</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>

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12	Division with Decimals	5	Dividing Decimals by Powers of 10 (A)	<p>CCSS.Math.Content.5.NBT.A.2</p> <p>Understand the place value system.</p> <p>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p>
12	Division with Decimals	6	Dividing Decimals by Powers of 10 (B)	<p>CCSS.Math.Content.5.NBT.A.2</p> <p>Understand the place value system.</p> <p>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p>
12	Division with Decimals	7	Dividing Decimals by Powers of 10 (C)	<p>CCSS.Math.Content.5.NBT.A.2</p> <p>Understand the place value system.</p> <p>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p>
12	Division with Decimals	8	Your Choice	<p>N/A</p> <p>Students can use this lesson time to do any of the following.</p> <p>Catch up on work from earlier lessons.</p> <p>Practice in Stride.</p> <p>Practice your Math Facts.</p> <p>Prepare for upcoming tests.</p>
12	Division with Decimals	9	Decimal Division (A)	<p>CCSS.Math.Content.5.NBT.B.7</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
12	Division with Decimals	9	Decimal Division (A)	<p>CCSS.Math.Content.5.OA.A.2</p> <p>Write and interpret numerical expressions.</p> <p>Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p>
12	Division with Decimals	10	Decimal Division (B)	<p>CCSS.Math.Content.5.NBT.A.2</p> <p>Understand the place value system.</p> <p>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p>

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12	Division with Decimals	10	Decimal Division (B)	<p>CCSS.Math.Content.5.NBT.B.7</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
12	Division with Decimals	10	Decimal Division (B)	<p>CCSS.Math.Content.5.OA.A.2</p> <p>Write and interpret numerical expressions.</p> <p>Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p>
12	Division with Decimals	11	Decimal Division (C)	<p>CCSS.Math.Content.5.NBT.A.2</p> <p>Understand the place value system.</p> <p>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p>
12	Division with Decimals	11	Decimal Division (C)	<p>CCSS.Math.Content.5.NBT.B.6</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
12	Division with Decimals	11	Decimal Division (C)	<p>CCSS.Math.Content.5.NBT.B.7</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
12	Division with Decimals	11	Decimal Division (C)	<p>CCSS.Math.Content.5.OA.A.2</p> <p>Write and interpret numerical expressions.</p> <p>Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p>
12	Division with Decimals	12	Decimal Division (D)	<p>CCSS.Math.Content.4.OA.B.4</p> <p>Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.</p>

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12	Division with Decimals	12	Decimal Division (D)	<p>CCSS.Math.Content.5.NBT.B.7</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
12	Division with Decimals	12	Decimal Division (D)	<p>CCSS.Math.Content.5.OA.A.2</p> <p>Write and interpret numerical expressions.</p> <p>Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p>
12	Division with Decimals	13	Decimal Division (E)	<p>CCSS.Math.Content.5.NBT.B.6</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
12	Division with Decimals	13	Decimal Division (E)	<p>CCSS.Math.Content.5.NBT.B.7</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
12	Division with Decimals	14	Big Ideas: Extended Problems	<p>CCSS.Math.Content.5.NBT.A.4</p> <p>Understand the place value system.</p> <p>Use place value understanding to round decimals to any place.</p>
12	Division with Decimals	14	Big Ideas: Extended Problems	<p>CCSS.Math.Content.5.NBT.B.7</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
13	Points on a Coordinate Plane	1	Coordinate System (A)	<p>CCSS.Math.Content.2.MD.B.6</p> <p>Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p>

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13	Points on a Coordinate Plane	1	Coordinate System (A)	<p>CCSS.Math.Content.5.G.A.1</p> <p>Graph points on the coordinate plane to solve real-world and mathematical problems.</p> <p>Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>
13	Points on a Coordinate Plane	2	Coordinate System (B)	<p>CCSS.Math.Content.4.OA.B.4</p> <p>Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.</p>
13	Points on a Coordinate Plane	2	Coordinate System (B)	<p>CCSS.Math.Content.5.G.A.1</p> <p>Graph points on the coordinate plane to solve real-world and mathematical problems.</p> <p>Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>
13	Points on a Coordinate Plane	2	Coordinate System (B)	<p>CCSS.Math.Content.5.G.A.2</p> <p>Graph points on the coordinate plane to solve real-world and mathematical problems.</p> <p>Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>
13	Points on a Coordinate Plane	3	Coordinate System (C)	<p>CCSS.Math.Content.4.OA.B.4</p> <p>Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.</p>

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13	Points on a Coordinate Plane	3	Coordinate System (C)	<p>CCSS.Math.Content.5.G.A.1</p> <p>Graph points on the coordinate plane to solve real-world and mathematical problems.</p> <p>Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>
13	Points on a Coordinate Plane	3	Coordinate System (C)	<p>CCSS.Math.Content.5.G.A.2</p> <p>Graph points on the coordinate plane to solve real-world and mathematical problems.</p> <p>Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>
13	Points on a Coordinate Plane	4	Coordinate System (D)	<p>CCSS.Math.Content.5.G.A.1</p> <p>Graph points on the coordinate plane to solve real-world and mathematical problems.</p> <p>Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>
13	Points on a Coordinate Plane	4	Coordinate System (D)	<p>CCSS.Math.Content.5.G.A.2</p> <p>Graph points on the coordinate plane to solve real-world and mathematical problems.</p> <p>Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>
13	Points on a Coordinate Plane	4	Coordinate System (D)	<p>CCSS.Math.Practice.MP1</p> <p>Make sense of problems and persevere in solving them.</p>
13	Points on a Coordinate Plane	4	Coordinate System (D)	<p>CCSS.Math.Practice.MP2</p> <p>Reason abstractly and quantitatively.</p>
13	Points on a Coordinate Plane	4	Coordinate System (D)	<p>CCSS.Math.Practice.MP4</p> <p>Model with mathematics.</p>
13	Points on a Coordinate Plane	4	Coordinate System (D)	<p>CCSS.Math.Practice.MP5</p> <p>Use appropriate tools strategically.</p>
13	Points on a Coordinate Plane	4	Coordinate System (D)	<p>CCSS.Math.Practice.MP6</p> <p>Attend to precision.</p>

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13	Points on a Coordinate Plane	5	Problem Solving on the Coordinate Plane (A) CCSS.Math.Content.5.G.A.2	Graph points on the coordinate plane to solve real-world and mathematical problems. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
13	Points on a Coordinate Plane	6	Problem Solving on the Coordinate Plane (B) CCSS.Math.Content.4.OA.B.4	Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number in the range 1—100 is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.
13	Points on a Coordinate Plane	6	Problem Solving on the Coordinate Plane (B) CCSS.Math.Content.5.G.A.2	Graph points on the coordinate plane to solve real-world and mathematical problems. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
13	Points on a Coordinate Plane	6	Problem Solving on the Coordinate Plane (B) CCSS.Math.Content.5.OA.B.3	Analyze patterns and relationships. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
13	Points on a Coordinate Plane	6	Problem Solving on the Coordinate Plane (B) CCSS.Math.Practice.MP7	Look for and make use of structure.
13	Points on a Coordinate Plane	6	Problem Solving on the Coordinate Plane (B) CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
13	Points on a Coordinate Plane	7	Problem Solving on the Coordinate Plane (C) CCSS.Math.Content.4.OA.B.4	Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.
13	Points on a Coordinate Plane	7	Problem Solving on the Coordinate Plane (C) CCSS.Math.Content.5.G.A.2	Graph points on the coordinate plane to solve real-world and mathematical problems. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
13	Points on a Coordinate Plane	7	Problem Solving on the Coordinate Plane (C) CCSS.Math.Content.5.OA.B.3	Analyze patterns and relationships. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
13	Points on a Coordinate Plane	7	Problem Solving on the Coordinate Plane (C) CCSS.Math.Practice.MP7	Look for and make use of structure.
13	Points on a Coordinate Plane	7	Problem Solving on the Coordinate Plane (C) CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.

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13	Points on a Coordinate Plane	8	Problem Solving on the Coordinate Plane (D)	CCSS.Math.Content.4.OA.B.4 Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.
13	Points on a Coordinate Plane	8	Problem Solving on the Coordinate Plane (D)	CCSS.Math.Content.5.G.A.2 Graph points on the coordinate plane to solve real-world and mathematical problems. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
13	Points on a Coordinate Plane	8	Problem Solving on the Coordinate Plane (D)	CCSS.Math.Content.5.OA.B.3 Analyze patterns and relationships. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
13	Points on a Coordinate Plane	8	Problem Solving on the Coordinate Plane (D)	CCSS.Math.Practice.MP7 Look for and make use of structure.
13	Points on a Coordinate Plane	8	Problem Solving on the Coordinate Plane (D)	CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.
13	Points on a Coordinate Plane	9	Problem Solving on the Coordinate Plane (E)	CCSS.Math.Content.5.G.A.2 Graph points on the coordinate plane to solve real-world and mathematical problems. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
13	Points on a Coordinate Plane	9	Problem Solving on the Coordinate Plane (E)	CCSS.Math.Content.5.OA.B.3 Analyze patterns and relationships. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
13	Points on a Coordinate Plane	10	Big Ideas: Mini-Project	CCSS.Math.Content.5.G.A.1 Graph points on the coordinate plane to solve real-world and mathematical problems. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

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13	Points on a Coordinate Plane	10	Big Ideas: Mini-Project	<p>CCSS.Math.Content.5.G.A.2</p> <p>Graph points on the coordinate plane to solve real-world and mathematical problems.</p> <p>Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>
13	Points on a Coordinate Plane	10	Big Ideas: Mini-Project	<p>CCSS.Math.Practice.MP4</p> <p>Model with mathematics.</p>
14	Measurement and Unit Conversion	1	Using Units of Length (A)	<p>CCSS.Math.Content.4.MD.A.1</p> <p>Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.</p>
14	Measurement and Unit Conversion	1	Using Units of Length (A)	<p>CCSS.Math.Content.5.MD.A.1</p> <p>Convert like measurement units within a given measurement system.</p> <p>Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p>
14	Measurement and Unit Conversion	2	Using Units of Length (B)	<p>CCSS.Math.Content.4.OA.B.4</p> <p>Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.</p>
14	Measurement and Unit Conversion	2	Using Units of Length (B)	<p>CCSS.Math.Content.5.MD.A.1</p> <p>Convert like measurement units within a given measurement system.</p> <p>Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p>
14	Measurement and Unit Conversion	3	Using Units of Length (C)	<p>CCSS.Math.Content.5.MD.A.1</p> <p>Convert like measurement units within a given measurement system.</p> <p>Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p>
14	Measurement and Unit Conversion	4	Using Units of Liquid Volume (A)	<p>CCSS.Math.Content.4.MD.A.1</p> <p>Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.</p>
14	Measurement and Unit Conversion	4	Using Units of Liquid Volume (A)	<p>CCSS.Math.Content.5.MD.A.1</p> <p>Convert like measurement units within a given measurement system.</p> <p>Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p>
14	Measurement and Unit Conversion	5	Using Units of Liquid Volume (B)	<p>CCSS.Math.Content.4.OA.B.4</p> <p>Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.</p>

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14	Measurement and Unit Conversion	5	Using Units of Liquid Volume (B)	CCSS.Math.Content.5.MD.A.1 Convert like measurement units within a given measurement system. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
14	Measurement and Unit Conversion	6	Using Units of Liquid Volume (C)	CCSS.Math.Content.5.MD.A.1 Convert like measurement units within a given measurement system. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
14	Measurement and Unit Conversion	7	Your Choice	N/A Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
14	Measurement and Unit Conversion	8	Using Units of Mass and Weight (A)	CCSS.Math.Content.4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.
14	Measurement and Unit Conversion	8	Using Units of Mass and Weight (A)	CCSS.Math.Content.5.MD.A.1 Convert like measurement units within a given measurement system. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
14	Measurement and Unit Conversion	9	Using Units of Mass and Weight (B)	CCSS.Math.Content.4.OA.B.4 Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.
14	Measurement and Unit Conversion	9	Using Units of Mass and Weight (B)	CCSS.Math.Content.5.MD.A.1 Convert like measurement units within a given measurement system. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
14	Measurement and Unit Conversion	10	Using Units of Mass of Weight (C)	CCSS.Math.Content.5.MD.A.1 Convert like measurement units within a given measurement system. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
14	Measurement and Unit Conversion	11	Customary Units and Line Plots (A)	CCSS.Math.Content.5.MD.B.2 Represent and interpret data. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.

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14	Measurement and Unit Conversion	11	Customary Units and Line Plots (A) CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
14	Measurement and Unit Conversion	12	Customary Units and Line Plots (B) CCSS.Math.Content.4.OA.B.4	Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.
14	Measurement and Unit Conversion	12	Customary Units and Line Plots (B) CCSS.Math.Content.5.MD.B.2	Represent and interpret data. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.
14	Measurement and Unit Conversion	13	Customary Units and Line Plots (C) CCSS.Math.Content.5.MD.B.2	Represent and interpret data. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.
14	Measurement and Unit Conversion	14	Big Ideas: Mini-Project CCSS.Math.Content.5.MD.A.1	Convert like measurement units within a given measurement system. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
14	Measurement and Unit Conversion	14	Big Ideas: Mini-Project CCSS.Math.Content.5.MD.C.5b	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
14	Measurement and Unit Conversion	14	Big Ideas: Mini-Project CCSS.Math.Content.5.NBT.B.7	Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
14	Measurement and Unit Conversion	14	Big Ideas: Mini-Project CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
15	Classification of Two-Dimensional Figures	1	Triangles (A) CCSS.Math.Content.4.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

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15	Classification of Two-Dimensional Figures	1	Triangles (A)	CCSS.Math.Content.5.G.B.3	Classify two-dimensional figures into categories based on their properties. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
15	Classification of Two-Dimensional Figures	1	Triangles (A)	CCSS.Math.Content.5.G.B.4	Classify two-dimensional figures into categories based on their properties. Classify two-dimensional figures in a hierarchy based on properties.
15	Classification of Two-Dimensional Figures	2	Triangles (B)	CCSS.Math.Content.4.OA.B.4	Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.
15	Classification of Two-Dimensional Figures	2	Triangles (B)	CCSS.Math.Content.5.G.B.3	Classify two-dimensional figures into categories based on their properties. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
15	Classification of Two-Dimensional Figures	2	Triangles (B)	CCSS.Math.Content.5.G.B.4	Classify two-dimensional figures into categories based on their properties. Classify two-dimensional figures in a hierarchy based on properties.
15	Classification of Two-Dimensional Figures	3	Triangles (C)	CCSS.Math.Content.5.G.B.3	Classify two-dimensional figures into categories based on their properties. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
15	Classification of Two-Dimensional Figures	3	Triangles (C)	CCSS.Math.Content.5.G.B.4	Classify two-dimensional figures into categories based on their properties. Classify two-dimensional figures in a hierarchy based on properties.
15	Classification of Two-Dimensional Figures	4	Polygons (A)	CCSS.Math.Content.4.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
15	Classification of Two-Dimensional Figures	4	Polygons (A)	CCSS.Math.Content.5.G.B.3	Classify two-dimensional figures into categories based on their properties. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
15	Classification of Two-Dimensional Figures	4	Polygons (A)	CCSS.Math.Content.5.G.B.4	Classify two-dimensional figures into categories based on their properties. Classify two-dimensional figures in a hierarchy based on properties.
15	Classification of Two-Dimensional Figures	5	Polygons (B)	CCSS.Math.Content.4.OA.B.4	Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.

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15	Classification of Two-Dimensional Figures	5	Polygons (B)	CCSS.Math.Content.5.G.B.3 Classify two-dimensional figures into categories based on their properties. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
15	Classification of Two-Dimensional Figures	5	Polygons (B)	CCSS.Math.Content.5.G.B.4 Classify two-dimensional figures into categories based on their properties. Classify two-dimensional figures in a hierarchy based on properties.
15	Classification of Two-Dimensional Figures	6	Polygons (C)	CCSS.Math.Content.5.G.B.3 Classify two-dimensional figures into categories based on their properties. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
15	Classification of Two-Dimensional Figures	6	Polygons (C)	CCSS.Math.Content.5.G.B.4 Classify two-dimensional figures into categories based on their properties. Classify two-dimensional figures in a hierarchy based on properties.
15	Classification of Two-Dimensional Figures	7	Big Ideas: Extended Problems	CCSS.Math.Content.5.G.A.2 Graph points on the coordinate plane to solve real-world and mathematical problems. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
15	Classification of Two-Dimensional Figures	7	Big Ideas: Extended Problems	CCSS.Math.Content.5.G.B.4 Classify two-dimensional figures into categories based on their properties. Classify two-dimensional figures in a hierarchy based on properties.
15	Classification of Two-Dimensional Figures	7	Big Ideas: Extended Problems	CCSS.Math.Content.5.MD.B.2 Represent and interpret data. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.
15	Classification of Two-Dimensional Figures	7	Big Ideas: Extended Problems	CCSS.Math.Content.5.OA.B.3 Analyze patterns and relationships. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
16	End-of Year-Project	1	End-of-Year Project (A)	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
16	End-of Year-Project	1	End-of-Year Project (A)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
16	End-of Year-Project	1	End-of-Year Project (A)	CCSS.Math.Practice.MP4 Model with mathematics.
16	End-of Year-Project	2	End-of-Year Project (B)	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
16	End-of Year-Project	2	End-of-Year Project (B)	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.

16	End-of Year-Project	2	End-of-Year Project (C)	CCSS.Math.Practice.MP4	Model with mathematics.
16	End-of Year-Project	3	End-of-Year Project (C)	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
16	End-of Year-Project	3	End-of-Year Project (C)	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
16	End-of Year-Project	3	End-of-Year Project (C)	CCSS.Math.Practice.MP4	Model with mathematics.
17	End-of-Year Test	1	End-of-Year Test, Part 1	Multiple	All assessed standards covered by this point in the course
17	End-of-Year Test	2	End-of-Year Test, Part 2	Multiple	All assessed standards covered by this point in the course

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Common Core State Standards for Mathematics for Grade 6
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Compared to MTH06E3 Summit Math 6



Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Number Properties	1	Divide Whole Numbers 1	CCSS.Math.Content.4.NBT.A.1	Generalize place value understanding for multi-digit whole numbers. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
A	1	Number Properties	1	Divide Whole Numbers 1	CCSS.Math.Content.6.NS.B.2	Compute fluently with multi-digit numbers and find common factors and multiples. Fluently divide multi-digit numbers using the standard algorithm.
A	1	Number Properties	2	Divide Whole Numbers 2	CCSS.Math.Content.5.NBT.B.6	Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
A	1	Number Properties	2	Divide Whole Numbers 2	CCSS.Math.Content.6.NS.B.2	Compute fluently with multi-digit numbers and find common factors and multiples. Fluently divide multi-digit numbers using the standard algorithm.
A	1	Number Properties	3	Another Way to Use the Algorithm	CCSS.Math.Content.5.NBT.B.5	Perform operations with multi-digit whole numbers and with decimals to hundredths. Fluently multiply multi-digit whole numbers using the standard algorithm.
A	1	Number Properties	3	Another Way to Use the Algorithm	CCSS.Math.Content.6.NS.B.2	Compute fluently with multi-digit numbers and find common factors and multiples. Fluently divide multi-digit numbers using the standard algorithm.
A	1	Number Properties	4	Factors and Prime Factorization	CCSS.Math.Content.4.OA.B.4	Gain familiarity with factors and multiples. Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.
A	1	Number Properties	4	Factors and Prime Factorization	CCSS.Math.Content.6.NS.B.4	Compute fluently with multi-digit numbers and find common factors and multiples. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1—100 with a common factor as a multiple of a sum of two whole numbers with no common factor.

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A	1	Number Properties	5	Greatest Common Factor	CCSS.Math.Content.6.NS.B.4	Compute fluently with multi-digit numbers and find common factors and multiples. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
A	1	Number Properties	6	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	1	Number Properties	7	Least Common Multiple 1	CCSS.Math.Content.3.OA.C.7	Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
A	1	Number Properties	7	Least Common Multiple 1	CCSS.Math.Content.6.NS.B.4	Compute fluently with multi-digit numbers and find common factors and multiples. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
A	1	Number Properties	8	Least Common Multiple 2	CCSS.Math.Content.4.NF.B.3a	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
A	1	Number Properties	8	Least Common Multiple 2	CCSS.Math.Content.6.NS.B.4	Compute fluently with multi-digit numbers and find common factors and multiples. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
A	1	Number Properties	9	A Day to Digest	5S.Math.Content.6.NS.	Compute fluently with multi-digit numbers and find common factors and multiples. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
A	1	Number Properties	10	Distributive Property 1	CCSS.Math.Content.5.OA.A.1	Write and interpret numerical expressions. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

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A	1	Number Properties	10	Distributive Property 1	CCSS.Math.Content.6.NS.B.4	Compute fluently with multi-digit numbers and find common factors and multiples. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1—100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
A	1	Number Properties	11	Distributive Property 2	CCSS.Math.Content.6.NS.B.4	Compute fluently with multi-digit numbers and find common factors and multiples. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1—100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
A	1	Number Properties	12	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	1	Number Properties	13	Unit Review	Multiple	All assessed standards covered in this unit
A	1	Number Properties	14	Unit Test	Multiple	All assessed standards covered in this unit
A	2	Fractions and Decimals	1	Divide Fractions 1	CCSS.Math.Content.5.NF.B.3	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
A	2	Fractions and Decimals	1	Divide Fractions 1	CCSS.Math.Content.6.NS.A.1	Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.
A	2	Fractions and Decimals	1	Divide Fractions 1	CCSS.Math.Practice.MP4	Model with mathematics.
A	2	Fractions and Decimals	1	Divide Fractions 1	CCSS.Math.Practice.MP6	Attend to precision.
A	2	Fractions and Decimals	2	Divide Fractions 2	CCSS.Math.Content.5.NF.B.4	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
A	2	Fractions and Decimals	2	Divide Fractions 2	CCSS.Math.Content.6.NS.A.1	Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.
A	2	Fractions and Decimals	2	Divide Fractions 2	CCSS.Math.Practice.MP4	Model with mathematics.
A	2	Fractions and Decimals	2	Divide Fractions 2	CCSS.Math.Practice.MP6	Attend to precision.

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A	2	Fractions and Decimals	3	Divide Fractions 3	<p>CCSS.Math.Content.6.NS.A.1</p> <p>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.</p>
A	2	Fractions and Decimals	3	Divide Fractions 3	<p>CCSS.Math.Content.6.NS.C.5</p> <p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p>
A	2	Fractions and Decimals	3	Divide Fractions 3	<p>CCSS.Math.Practice.MP4</p> <p>Model with mathematics.</p>
A	2	Fractions and Decimals	3	Divide Fractions 3	<p>CCSS.Math.Practice.MP6</p> <p>Attend to precision.</p>
A	2	Fractions and Decimals	4	A Day to Digest	<p>CCSS.Math.Content.6.NS.A.1</p> <p>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.</p>
A	2	Fractions and Decimals	4	A Day to Digest	<p>SS.Math.Content.6.NS</p> <p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p>
A	2	Fractions and Decimals	5	Add Decimals	<p>CCSS.Math.Content.5.NBT.B.7</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
A	2	Fractions and Decimals	5	Add Decimals	<p>CCSS.Math.Content.6.NS.B.3</p> <p>Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>
A	2	Fractions and Decimals	5	Add Decimals	<p>CCSS.Math.Practice.MP6</p> <p>Attend to precision.</p>

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A	2	Fractions and Decimals	6	Subtract Decimals 1	CCSS.Math.Content.6.NS.B.3 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
A	2	Fractions and Decimals	6	Subtract Decimals 1	CCSS.Math.Practice.MP6 Attend to precision.
A	2	Fractions and Decimals	7	Subtract Decimals 2	CCSS.Math.Content.6.NS.B.3 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
A	2	Fractions and Decimals	7	Subtract Decimals 2	CCSS.Math.Practice.MP6 Attend to precision.
A	2	Fractions and Decimals	8	Your Choice	N/A Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	2	Fractions and Decimals	9	Multiply Decimals	CCSS.Math.Content.5.NBT.B.7 Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
A	2	Fractions and Decimals	9	Multiply Decimals	CCSS.Math.Content.6.NS.B.3 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
A	2	Fractions and Decimals	9	Multiply Decimals	CCSS.Math.Practice.MP6 Attend to precision.
A	2	Fractions and Decimals	10	Divide a Decimal by a Whole Number	CCSS.Math.Content.6.NS.B.2 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently divide multi-digit numbers using the standard algorithm.
A	2	Fractions and Decimals	10	Divide a Decimal by a Whole Number	CCSS.Math.Content.6.NS.B.3 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
A	2	Fractions and Decimals	10	Divide a Decimal by a Whole Number	CCSS.Math.Practice.MP6 Attend to precision.
A	2	Fractions and Decimals	11	Divide a Decimal by a Decimal	CCSS.Math.Content.6.NS.B.3 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
A	2	Fractions and Decimals	12	Divide a Whole Number by a Decimal	CCSS.Math.Content.6.NS.B.3 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

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A	2	Fractions and Decimals	12	Divide a Decimal	CCSS.Math.Practice.MP6	Attend to precision.
A	2	Fractions and Decimals	13	A Day to Digest	SS.Math.Content.6.NS.	Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
A	2	Fractions and Decimals	14	Problem-Solve with Decimals	CCSS.Math.Content.6.NS.B.3	Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
A	2	Fractions and Decimals	14	Problem Solve with Decimals	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
A	2	Fractions and Decimals	14	Problem Solve with Decimals	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
A	2	Fractions and Decimals	15	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	2	Fractions and Decimals	16	Unit Review	Multiple	All assessed standards covered in this unit
A	2	Fractions and Decimals	17	Unit Test	Multiple	All assessed standards covered in this unit
A	3	Rational Numbers	1	Integers	CCSS.Math.Content.4.NF.C.6	Understand decimal notation for fractions, and compare decimal fractions. Use decimal notation for fractions with denominators 10 or 100.
A	3	Rational Numbers	1	Integers	CCSS.Math.Content.6.NS.C.5	Apply and extend previous understandings of numbers to the system of rational numbers. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
A	3	Rational Numbers	1	Integers	CCSS.Math.Content.6.NS.C.6a	Apply and extend previous understandings of numbers to the system of rational numbers. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.

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A	3	Rational Numbers	1	Integers	CCSS.Math.Content.6.NS.C.6c	<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>
A	3	Rational Numbers	1	Integers	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
A	3	Rational Numbers	2	Rational Numbers	CCSS.Math.Content.6.NS.C.5	<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p>
A	3	Rational Numbers	2	Rational Numbers	CCSS.Math.Content.6.NS.C.6c	<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>
A	3	Rational Numbers	2	Rational Numbers	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
A	3	Rational Numbers	3	Compare Rational Numbers 1	CCSS.Math.Content.6.NS.C.6c	<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>
A	3	Rational Numbers	3	Compare Rational Numbers 1	CCSS.Math.Content.6.NS.C.7a	<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand ordering and absolute value of rational numbers.</p> <p>Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.</p>

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A	3	Rational Numbers	3	Compare Rational Numbers 1	CCSS.Math.Content.6.NS.C.7b Apply and extend previous understandings of numbers to the system of rational numbers. Understand ordering and absolute value of rational numbers. Write, interpret, and explain statements of order for rational numbers in real-world contexts.
A	3	Rational Numbers	3	Compare Rational Numbers 1	CCSS.Math.Practice.MP4 Model with mathematics.
A	3	Rational Numbers	3	Compare Rational Numbers 1	CCSS.Math.Practice.MP7 Look for and make use of structure.
A	3	Rational Numbers	4	Compare Rational Numbers 2	CCSS.Math.Content.6.NS.C.7a Apply and extend previous understandings of numbers to the system of rational numbers. Understand ordering and absolute value of rational numbers. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.
A	3	Rational Numbers	4	Compare Rational Numbers 2	CCSS.Math.Content.6.NS.C.7b Apply and extend previous understandings of numbers to the system of rational numbers. Understand ordering and absolute value of rational numbers. Write, interpret, and explain statements of order for rational numbers in real-world contexts.
A	3	Rational Numbers	4	Compare Rational Numbers 2	CCSS.Math.Content.8.G.A.1a Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and translations: Lines are taken to lines, and line segments to line segments of the same length.
A	3	Rational Numbers	4	Compare Rational Numbers 2	CCSS.Math.Practice.MP4 Model with mathematics.
A	3	Rational Numbers	4	Compare Rational Numbers 2	CCSS.Math.Practice.MP7 Look for and make use of structure.
A	3	Rational Numbers	5	A Day to Digest	SS.Math.Content.6.NS. Apply and extend previous understandings of numbers to the system of rational numbers. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

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A	3	Rational Numbers	5	A Day to Digest	S.Math.Content.6.NS.C.1 S.Math.Content.6.NS.C.2 S.Math.Content.6.NS.C.3	<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>
A	3	Rational Numbers	5	A Day to Digest	S.Math.Content.6.NS.C.4	<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand ordering and absolute value of rational numbers.</p> <p>Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.</p>
A	3	Rational Numbers	5	A Day to Digest	S.Math.Content.6.NS.C.5	<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand ordering and absolute value of rational numbers.</p> <p>Write, interpret, and explain statements of order for rational numbers in real-world contexts.</p>
A	3	Rational Numbers	6	Opposites and Absolute Value	CCSS.Math.Content.6.NS.C.5	<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p>
A	3	Rational Numbers	6	Opposites and Absolute Value	CCSS.Math.Content.6.NS.C.6a	<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p>

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A	3	Rational Numbers	6	Opposites and Absolute Value	CCSS.Math.Content.6.NS.C.7c Apply and extend previous understandings of numbers to the system of rational numbers. Understand ordering and absolute value of rational numbers. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.
A	3	Rational Numbers	6	Opposites and Absolute Value	CCSS.Math.Content.6.NS.C.7d Apply and extend previous understandings of numbers to the system of rational numbers. Understand ordering and absolute value of rational numbers. Distinguish comparisons of absolute value from statements about order.
A	3	Rational Numbers	6	Opposites and Absolute Value	CCSS.Math.Practice.MP4 Model with mathematics.
A	3	Rational Numbers	6	Opposites and Absolute Value	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
A	3	Rational Numbers	7	The Coordinate Plane 1	CCSS.Math.Content.6.NS.C.6a Apply and extend previous understandings of numbers to the system of rational numbers. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.
A	3	Rational Numbers	7	The Coordinate Plane 1	CCSS.Math.Content.6.NS.C.6b Apply and extend previous understandings of numbers to the system of rational numbers. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

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A	3	Rational Numbers	7	The Coordinate Plane 1	<p>CCSS.Math.Content.6.NS.C.6c</p> <p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>
A	3	Rational Numbers	7	The Coordinate Plane 1	<p>CCSS.Math.Practice.MP5</p> <p>Use appropriate tools strategically.</p>
A	3	Rational Numbers	8	The Coordinate Plane 2	<p>CCSS.Math.Content.6.NS.C.6a</p> <p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p>
A	3	Rational Numbers	8	The Coordinate Plane 2	<p>CCSS.Math.Content.6.NS.C.6b</p> <p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p>
A	3	Rational Numbers	8	The Coordinate Plane 2	<p>CCSS.Math.Content.6.NS.C.6c</p> <p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>
A	3	Rational Numbers	8	The Coordinate Plane 2	<p>CCSS.Math.Content.6.NS.C.8</p> <p>Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p>

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A	3	Rational Numbers	8	The Coordinate Plane	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
A	3	Rational Numbers	9	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	3	Rational Numbers	10	Find Distances in the Coordinate Plane 1	CCSS.Math.Content.5.G.A.2	Graph points on the coordinate plane to solve real-world and mathematical problems. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
A	3	Rational Numbers	10	Find Distances in the Coordinate Plane 1	CCSS.Math.Content.6.NS.C.6c	Apply and extend previous understandings of numbers to the system of rational numbers. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
A	3	Rational Numbers	10	Find Distances in the Coordinate Plane 1	CCSS.Math.Content.6.NS.C.7c	Apply and extend previous understandings of numbers to the system of rational numbers. Understand ordering and absolute value of rational numbers. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.
A	3	Rational Numbers	10	Find Distances in the Coordinate Plane 1	CCSS.Math.Content.6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
A	3	Rational Numbers	10	Find Distances in the Coordinate Plane 1	CCSS.Math.Practice.MP4	Model with mathematics.
A	3	Rational Numbers	10	Find Distances in the Coordinate Plane 1	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
A	3	Rational Numbers	10	Find Distances in the Coordinate Plane 1	CCSS.Math.Practice.MP7	Look for and make use of structure.
A	3	Rational Numbers	11	Find Distances in the Coordinate Plane 2	CCSS.Math.Content.6.NS.C.7c	Apply and extend previous understandings of numbers to the system of rational numbers. Understand ordering and absolute value of rational numbers. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.
A	3	Rational Numbers	11	Find Distances in the Coordinate Plane 2	CCSS.Math.Content.6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

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A	3	Rational Numbers	11	Find Distances in the Coordinate Plane 2	CCSS.Math.Practice.MP4	Model with mathematics.
A	3	Rational Numbers	11	Find Distances in the Coordinate Plane 2	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
A	3	Rational Numbers	11	Find Distances in the Coordinate Plane 2	CCSS.Math.Practice.MP7	Look for and make use of structure.
A	3	Rational Numbers	12	A Day to Digest	S.Math.Content.6.NS.C	Apply and extend previous understandings of numbers to the system of rational numbers. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
A	3	Rational Numbers	12	A Day to Digest	S.Math.Content.6.NS.C	Apply and extend previous understandings of numbers to the system of rational numbers. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
A	3	Rational Numbers	12	A Day to Digest	SS.Math.Content.6.NS.C	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
A	3	Rational Numbers	13	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	3	Rational Numbers	14	Unit Review	Multiple	All assessed standards covered in this unit
A	3	Rational Numbers	15	Unit Test	Multiple	All assessed standards covered in this unit
A	4	Expressions	1	Exponents	CCSS.Math.Content.5.NF.B.4	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
A	4	Expressions	1	Exponents	CCSS.Math.Content.6.EE.A.1	Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents.
A	4	Expressions	1	Exponents	CCSS.Math.Content.8.EE.A.1	Work with radicals and integer exponents. Know and apply the properties of integer exponents to generate equivalent numerical expressions.

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A	4	Expressions	2	A Day to Digest SS.Math.Content.6.EE.1	Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents.
A	4	Expressions	2	A Day to Digest SS.Math.Content.8.EE.1	Work with radicals and integer exponents. Know and apply the properties of integer exponents to generate equivalent numerical expressions.
A	4	Expressions	3	Order of Operations CCSS.Math.Content.6.EE.A.1	Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents.
A	4	Expressions	3	Order of Operations CCSS.Math.Content.6.EE.A.2c	Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
A	4	Expressions	3	Order of Operations CCSS.Math.Content.8.EE.A.1	Work with radicals and integer exponents. Know and apply the properties of integer exponents to generate equivalent numerical expressions.
A	4	Expressions	3	Order of Operations CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
A	4	Expressions	4	Algebraic Expressions CCSS.Math.Content.6.EE.A.1	Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents.
A	4	Expressions	4	Algebraic Expressions CCSS.Math.Content.6.EE.A.2b	Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
A	4	Expressions	4	Algebraic Expressions CCSS.Math.Content.6.EE.B.6	Reason about and solve one-variable equations and inequalities. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
A	4	Expressions	4	Algebraic Expressions CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.

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A	4	Expressions	5	Read and Write Algebraic Expressions 1	CCSS.Math.Content.5.OA.A.2	Write and interpret numerical expressions. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
A	4	Expressions	5	Read and Write Algebraic Expressions 1	CCSS.Math.Content.6.EE.A.2a	Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers. Write expressions that record operations with numbers and with letters standing for numbers.
A	4	Expressions	5	Read and Write Algebraic Expressions 1	CCSS.Math.Content.6.EE.B.6	Reason about and solve one-variable equations and inequalities. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
A	4	Expressions	5	Read and Write Algebraic Expressions 1	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
A	4	Expressions	6	Read and Write Algebraic Expressions 2	CCSS.Math.Content.5.OA.A.2	Write and interpret numerical expressions. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
A	4	Expressions	6	Read and Write Algebraic Expressions 2	CCSS.Math.Content.6.EE.A.2a	Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers. Write expressions that record operations with numbers and with letters standing for numbers.
A	4	Expressions	6	Read and Write Algebraic Expressions 2	CCSS.Math.Content.6.EE.B.6	Reason about and solve one-variable equations and inequalities. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
A	4	Expressions	6	Read and Write Algebraic Expressions 2	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
A	4	Expressions	7	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	4	Expressions	8	Evaluate Expressions	CCSS.Math.Content.5.OA.A.1	Write and interpret numerical expressions. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
A	4	Expressions	8	Evaluate Expressions	CCSS.Math.Content.6.EE.A.1	Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents.

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A	4	Expressions	8	Evaluate Expressions	CCSS.Math.Content.6.EE.A.2c	Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
A	4	Expressions	8	Evaluate Expressions	CCSS.Math.Practice.MP7	Look for and make use of structure.
A	4	Expressions	8	Evaluate Expressions	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
A	4	Expressions	9	Equivalent Expressions 1	CCSS.Math.Content.6.EE.A.2b	Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
A	4	Expressions	9	Equivalent Expressions 1	CCSS.Math.Content.6.EE.A.3	Apply and extend previous understandings of arithmetic to algebraic expressions. Apply the properties of operations to generate equivalent expressions.
A	4	Expressions	9	Equivalent Expressions 1	CCSS.Math.Content.6.EE.A.4	Apply and extend previous understandings of arithmetic to algebraic expressions. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).
A	4	Expressions	9	Equivalent Expressions 1	CCSS.Math.Content.6.EE.B.6	Reason about and solve one-variable equations and inequalities. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
A	4	Expressions	9	Equivalent Expressions 1	CCSS.Math.Content.6.NS.B.4	Compute fluently with multi-digit numbers and find common factors and multiples. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
A	4	Expressions	9	Equivalent Expressions 1	CCSS.Math.Practice.MP7	Look for and make use of structure.
A	4	Expressions	9	Equivalent Expressions 1	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.

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A	4	Expressions	10	Equivalent Expressions 2	CCSS.Math.Content.6.EE.A.2b Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
A	4	Expressions	10	Equivalent Expressions 2	CCSS.Math.Content.6.EE.A.3 Apply and extend previous understandings of arithmetic to algebraic expressions. Apply the properties of operations to generate equivalent expressions.
A	4	Expressions	10	Equivalent Expressions 2	CCSS.Math.Content.6.EE.A.4 Apply and extend previous understandings of arithmetic to algebraic expressions. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).
A	4	Expressions	10	Equivalent Expressions 2	CCSS.Math.Practice.MP7 Look for and make use of structure.
A	4	Expressions	10	Equivalent Expressions 2	CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.
A	4	Expressions	11	Your Choice	N/A Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	4	Expressions	12	Unit Review	Multiple All assessed standards covered in this unit
A	4	Expressions	13	Unit Test	Multiple All assessed standards covered in this unit
A	5	Equations	1	Compare Expressions 1	CCSS.Math.Content.5.OA.A.1 Write and interpret numerical expressions. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
A	5	Equations	1	Compare Expressions 1	CCSS.Math.Content.6.EE.A.1 Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents.
A	5	Equations	1	Compare Expressions 1	CCSS.Math.Content.6.EE.A.2b Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.

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A	5	Equations	1	Compare Expressions 1	CCSS.Math.Content.6.EE.A.2c	Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
A	5	Equations	1	Compare Expressions 1	CCSS.Math.Content.6.EE.A.3	Apply and extend previous understandings of arithmetic to algebraic expressions. Apply the properties of operations to generate equivalent expressions.
A	5	Equations	1	Compare Expressions 1	CCSS.Math.Content.6.EE.A.4	Apply and extend previous understandings of arithmetic to algebraic expressions. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).
A	5	Equations	1	Compare Expressions 1	CCSS.Math.Content.6.EE.B.5	Reason about and solve one-variable equations and inequalities. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
A	5	Equations	1	Compare Expressions 1	CCSS.Math.Content.6.EE.B.6	Reason about and solve one-variable equations and inequalities. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
A	5	Equations	1	Compare Expressions 1	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
A	5	Equations	2	Compare Expressions 2	CCSS.Math.Content.6.EE.A.1	Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents.
A	5	Equations	2	Compare Expressions 2	CCSS.Math.Content.6.EE.A.2c	Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

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A	5	Equations	2	Compare Expressions 2	CCSS.Math.Content.6.EE.A.3 Apply and extend previous understandings of arithmetic to algebraic expressions. Apply the properties of operations to generate equivalent expressions.
A	5	Equations	2	Compare Expressions 2	CCSS.Math.Content.6.EE.A.4 Apply and extend previous understandings of arithmetic to algebraic expressions. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).
A	5	Equations	2	Compare Expressions 2	CCSS.Math.Content.6.EE.B.6 Reason about and solve one-variable equations and inequalities. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
A	5	Equations	2	Compare Expressions 2	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
A	5	Equations	3	Identify Equations	CCSS.Math.Content.6.EE.A.1 Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents.
A	5	Equations	3	Identify Equations	CCSS.Math.Content.6.EE.B.5 Reason about and solve one-variable equations and inequalities. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
A	5	Equations	4	Solve Equations by Substitution	CCSS.Math.Content.6.EE.A.2c Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
A	5	Equations	4	Solve Equations by Substitution	CCSS.Math.Content.6.EE.B.5 Reason about and solve one-variable equations and inequalities. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

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A	5	Equations	5	Read and Write Equations 1	CCSS.Math.Content.6.EE.A.2a	Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers. Write expressions that record operations with numbers and with letters standing for numbers.
A	5	Equations	5	Read and Write Equations 1	CCSS.Math.Content.6.EE.B.7	Reason about and solve one-variable equations and inequalities. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
A	5	Equations	6	Read and Write Equations 2	CCSS.Math.Content.6.EE.B.5	Reason about and solve one-variable equations and inequalities. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
A	5	Equations	6	Read and Write Equations 2	CCSS.Math.Content.6.EE.B.7	Reason about and solve one-variable equations and inequalities. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
A	5	Equations	7	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	5	Equations	8	Solve Equations Using Related Equations 1	CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
A	5	Equations	8	Solve Equations Using Related Equations 1	CCSS.Math.Content.6.EE.B.7	Reason about and solve one-variable equations and inequalities. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
A	5	Equations	8	Solve Equations Using Related Equations 1	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
A	5	Equations	9	Solve Equations Using Related Equations 2	CCSS.Math.Content.6.EE.B.7	Reason about and solve one-variable equations and inequalities. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
A	5	Equations	9	Solve Equations Using Related Equations 2	CCSS.Math.Content.6.NS.A.1	Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.
A	5	Equations	9	Solve Equations Using Related Equations 2	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.

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A	5	Equations	10	A Day to Digest	SS.Math.Content.6.EE.1 Reason about and solve one-variable equations and inequalities. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
A	5	Equations	11	Problem Solve with Equations	CCSS.Math.Content.6.EE.B.6 Reason about and solve one-variable equations and inequalities. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
A	5	Equations	11	Problem Solve with Equations	CCSS.Math.Content.6.EE.B.7 Reason about and solve one-variable equations and inequalities. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
A	5	Equations	11	Problem Solve with Equations	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
A	5	Equations	11	Problem Solve with Equations	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
A	5	Equations	12	Your Choice	N/A Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	5	Equations	13	Unit Review	Multiple All assessed standards covered in this unit
A	5	Equations	14	Unit Test	Multiple All assessed standards covered in this unit
A	6	Equations and Inequalities	1	Solve Inequalities by Substitution 1	CCSS.Math.Content.6.EE.B.5 Reason about and solve one-variable equations and inequalities. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
A	6	Equations and Inequalities	1	Solve Inequalities by Substitution 1	CCSS.Math.Content.6.NS.C.7b Apply and extend previous understandings of numbers to the system of rational numbers. Understand ordering and absolute value of rational numbers. Write, interpret, and explain statements of order for rational numbers in real-world contexts.
A	6	Equations and Inequalities	2	Solve Inequalities by Substitution 2	CCSS.Math.Content.6.EE.B.5 Reason about and solve one-variable equations and inequalities. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
A	6	Equations and Inequalities	3	Your Choice	N/A Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	6	Equations and Inequalities	4	Read and Write Inequalities	CCSS.Math.Content.6.EE.B.7 Reason about and solve one-variable equations and inequalities. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.

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A	6	Equations and Inequalities	4	Read and Write Inequalities CCSS.Math.Content.6.EE.B.8	Reason about and solve one-variable equations and inequalities. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
A	6	Equations and Inequalities	4	Read and Write Inequalities CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
A	6	Equations and Inequalities	4	Read and Write Inequalities CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
A	6	Equations and Inequalities	5	Graph Inequalities on a Number Line CCSS.Math.Content.6.EE.B.8	Reason about and solve one-variable equations and inequalities. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
A	6	Equations and Inequalities	5	Graph Inequalities on a Number Line CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
A	6	Equations and Inequalities	5	Graph Inequalities on a Number Line CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
A	6	Equations and Inequalities	5	Graph Inequalities on a Number Line CCSS.Math.Practice.MP5	Use appropriate tools strategically.
A	6	Equations and Inequalities	6	A Day to Digest SS.Math.Content.6.EE.	Reason about and solve one-variable equations and inequalities. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
A	6	Equations and Inequalities	7	Equations in Two Variables 1 CCSS.Math.Content.6.EE.C.9	Represent and analyze quantitative relationships between dependent and independent variables. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
A	6	Equations and Inequalities	7	Equations in Two Variables 1 CCSS.Math.Content.6.NS.C.6c	Apply and extend previous understandings of numbers to the system of rational numbers. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
A	6	Equations and Inequalities	8	Equations in Two Variables 2 CCSS.Math.Content.6.EE.B.7	Reason about and solve one-variable equations and inequalities. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.

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A	6	Equations and Inequalities	8	Equations in Two Variables 2	CCSS.Math.Content.6.EE.C.9 Represent and analyze quantitative relationships between dependent and independent variables. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
A	6	Equations and Inequalities	9	A Day to Digest	SS.Math.Content.6.EE. Represent and analyze quantitative relationships between dependent and independent variables. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
A	6	Equations and Inequalities	10	Your Choice	N/A Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	6	Equations and Inequalities	11	Unit Review	Multiple All assessed standards covered in this unit
A	6	Equations and Inequalities	12	Unit Test	Multiple All assessed standards covered in this unit
A	7	Semester Review and Test	1	Semester A Review	Multiple All assessed standards covered by this point in the course
A	7	Semester Review and Test	2	Semester A Test, Parts 1 and 2	Multiple All assessed standards covered by this point in the course
B	1	Ratios and Rates	1	Ratios	CCSS.Math.Content.4.NF.A.1 Extend understanding of fraction equivalence and ordering. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
B	1	Ratios and Rates	1	Ratios	CCSS.Math.Content.6.RP.A.1 Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
B	1	Ratios and Rates	1	Ratios	CCSS.Math.Content.6.RP.A.2 Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.
B	1	Ratios and Rates	1	Ratios	CCSS.Math.Content.6.RP.A.3a Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

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B	1	Ratios and Rates	2	Compare and Use Ratios	CCSS.Math.Content.5.G.A.2	Graph points on the coordinate plane to solve real-world and mathematical problems. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
B	1	Ratios and Rates	2	Compare and Use Ratios	CCSS.Math.Content.6.RP.A.1	Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
B	1	Ratios and Rates	2	Compare and Use Ratios	CCSS.Math.Content.6.RP.A.3	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
B	1	Ratios and Rates	2	Compare and Use Ratios	CCSS.Math.Content.6.RP.A.3a	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
B	1	Ratios and Rates	3	Unit Rates	CCSS.Math.Content.6.NS.B.3	Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
B	1	Ratios and Rates	3	Unit Rates	CCSS.Math.Content.6.RP.A.2	Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.
B	1	Ratios and Rates	3	Unit Rates	CCSS.Math.Content.6.RP.A.3	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
B	1	Ratios and Rates	3	Unit Rates	CCSS.Math.Content.6.RP.A.3b	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Solve unit rate problems including those involving unit pricing and constant speed.
B	1	Ratios and Rates	3	Unit Rates	CCSS.Math.Practice.MP6	Attend to precision.
B	1	Ratios and Rates	3	Unit Rates	CCSS.Math.Practice.MP7	Look for and make use of structure.
B	1	Ratios and Rates	3	Unit Rates	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.

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B	1	Ratios and Rates	4	Average Speed Problems CCSS.Math.Content.6.EE.B.7	Reason about and solve one-variable equations and inequalities. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
B	1	Ratios and Rates	4	Average Speed Problems CCSS.Math.Content.6.EE.C.9	Represent and analyze quantitative relationships between dependent and independent variables. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
B	1	Ratios and Rates	4	Average Speed Problems CCSS.Math.Content.6.RP.A.2	Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.
B	1	Ratios and Rates	4	Average Speed Problems CCSS.Math.Content.6.RP.A.3	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
B	1	Ratios and Rates	4	Average Speed Problems CCSS.Math.Content.6.RP.A.3b	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Solve unit rate problems including those involving unit pricing and constant speed.
B	1	Ratios and Rates	4	Average Speed Problems CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
B	1	Ratios and Rates	4	Average Speed Problems CCSS.Math.Practice.MP6	Attend to precision.
B	1	Ratios and Rates	4	Average Speed Problems CCSS.Math.Practice.MP7	Look for and make use of structure.
B	1	Ratios and Rates	4	Average Speed Problems CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
B	1	Ratios and Rates	5	Constant Rate Problems CCSS.Math.Content.6.EE.B.7	Reason about and solve one-variable equations and inequalities. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
B	1	Ratios and Rates	5	Constant Rate Problems CCSS.Math.Content.6.EE.C.9	Represent and analyze quantitative relationships between dependent and independent variables. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

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B	1	Ratios and Rates	5	Constant Rate Problems	CCSS.Math.Content.6.RP.A.1	Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
B	1	Ratios and Rates	5	Constant Rate Problems	CCSS.Math.Content.6.RP.A.2	Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.
B	1	Ratios and Rates	5	Constant Rate Problems	CCSS.Math.Content.6.RP.A.3	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
B	1	Ratios and Rates	5	Constant Rate Problems	CCSS.Math.Content.6.RP.A.3b	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Solve unit rate problems including those involving unit pricing and constant speed.
B	1	Ratios and Rates	5	Constant Rate Problems	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
B	1	Ratios and Rates	5	Constant Rate Problems	CCSS.Math.Practice.MP6	Attend to precision.
B	1	Ratios and Rates	5	Constant Rate Problems	CCSS.Math.Practice.MP7	Look for and make use of structure.
B	1	Ratios and Rates	5	Constant Rate Problems	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
B	1	Ratios and Rates	6	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	1	Ratios and Rates	7	Convert Units 1	CCSS.Math.Content.5.NF.B.4	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
B	1	Ratios and Rates	7	Convert Units 1	CCSS.Math.Content.6.RP.A.3d	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
B	1	Ratios and Rates	7	Convert Units 1	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	1	Ratios and Rates	7	Convert Units 1	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
B	1	Ratios and Rates	7	Convert Units 1	CCSS.Math.Practice.MP6	Attend to precision.
B	1	Ratios and Rates	7	Convert Units 1	CCSS.Math.Practice.MP7	Look for and make use of structure.

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B	1	Ratios and Rates	7	Convert Units 1	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
B	1	Ratios and Rates	8	Convert Units 2	CCSS.Math.Content.6.RP.A.3d	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
B	1	Ratios and Rates	8	Convert Units 2	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	1	Ratios and Rates	8	Convert Units 2	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
B	1	Ratios and Rates	8	Convert Units 2	CCSS.Math.Practice.MP6	Attend to precision.
B	1	Ratios and Rates	8	Convert Units 2	CCSS.Math.Practice.MP7	Look for and make use of structure.
B	1	Ratios and Rates	8	Convert Units 2	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
B	1	Ratios and Rates	9	A Day to Digest	S.Math.Content.6.RP.A.3d	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
B	1	Ratios and Rates	10	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	1	Ratios and Rates	11	Unit Review	Multiple	All assessed standards covered in this unit
B	1	Ratios and Rates	12	Unit Test	Multiple	All assessed standards covered in this unit
B	2	Percents	1	Percent Models 1	CCSS.Math.Content.5.NBT.A.2	Understand the place value system. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
B	2	Percents	1	Percent Models 1	CCSS.Math.Content.6.RP.A.3c	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

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B	2	Percents	2	Percent Models 2	CCSS.Math.Content.6.RP.A.3c	<p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p>Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</p>
B	2	Percents	3	Percent Tables 1	CCSS.Math.Content.6.RP.A.1	<p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p>
B	2	Percents	3	Percent Tables 1	CCSS.Math.Content.6.RP.A.3c	<p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p>Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</p>
B	2	Percents	4	Percent Tables 2	CCSS.Math.Content.6.RP.A.3c	<p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p>Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</p>
B	2	Percents	5	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	2	Percents	6	Percent Equations: Find the Part	CCSS.Math.Content.6.EE.B.7	<p>Reason about and solve one-variable equations and inequalities.</p> <p>Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.</p>
B	2	Percents	6	Percent Equations: Find the Part	CCSS.Math.Content.6.NS.B.3	<p>Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>
B	2	Percents	6	Percent Equations: Find the Part	CCSS.Math.Content.6.RP.A.3c	<p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p>Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</p>

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B	2	Percents	7	Percent Equations: Find the Whole CCSS.Math.Content.6.EE.B.7	Reason about and solve one-variable equations and inequalities. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
B	2	Percents	7	Percent Equations: Find the Whole CCSS.Math.Content.6.RP.A.3c	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
B	2	Percents	8	Percent Equations: Applications CCSS.Math.Content.6.EE.B.7	Reason about and solve one-variable equations and inequalities. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
B	2	Percents	8	Percent Equations: Applications CCSS.Math.Content.6.RP.A.3c	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
B	2	Percents	9	Another Way to Find Parts CCSS.Math.Content.6.RP.A.3c	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
B	2	Percents	10	A Day to Digest S.Math.Content.6.RP.A.3c	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

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B	2	Percents	11	Application of Percents: Circle Graphs	CCSS.Math.Content.6.RP.A.3c Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
B	2	Percents	12	Your Choice	N/A Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	2	Percents	13	Unit Review	Multiple All assessed standards covered in this unit
B	2	Percents	14	Unit Test	Multiple All assessed standards covered in this unit
B	3	Area	1	Area of Rectangles	CCSS.Math.Content.6.EE.B.7 Reason about and solve one-variable equations and inequalities. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
B	3	Area	1	Area of Rectangles	CCSS.Math.Content.6.G.A.1 Solve real-world and mathematical problems involving area, surface area, and volume. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
B	3	Area	2	Area of Triangles 1	CCSS.Math.Content.5.NF.B.4 Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
B	3	Area	2	Area of Triangles 1	CCSS.Math.Content.6.G.A.1 Solve real-world and mathematical problems involving area, surface area, and volume. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
B	3	Area	3	Area of Triangles 2	CCSS.Math.Content.6.G.A.1 Solve real-world and mathematical problems involving area, surface area, and volume. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
B	3	Area	4	Area of Polygons	CCSS.Math.Content.6.G.A.1 Solve real-world and mathematical problems involving area, surface area, and volume. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

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B	3	Area	5	Area of Parallelograms 1	CCSS.Math.Content.6.G.A.1	Solve real-world and mathematical problems involving area, surface area, and volume. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
B	3	Area	6	Area of Parallelograms 2	CCSS.Math.Content.6.G.A.1	Solve real-world and mathematical problems involving area, surface area, and volume. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
B	3	Area	7	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	3	Area	8	Area of Trapezoids 1	CCSS.Math.Content.6.G.A.1	Solve real-world and mathematical problems involving area, surface area, and volume. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
B	3	Area	9	Area of Trapezoids 2	CCSS.Math.Content.6.G.A.1	Solve real-world and mathematical problems involving area, surface area, and volume. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
B	3	Area	10	A Day to Digest	SS.Math.Content.6.G.A.1	Solve real-world and mathematical problems involving area, surface area, and volume. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
B	3	Area	11	Polygons in the Coordinate Plane 1	CCSS.Math.Content.5.G.A.1	Graph points on the coordinate plane to solve real-world and mathematical problems. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

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B	3	Area	11	Polygons in the Coordinate Plane 1	CCSS.Math.Content.6.G.A.3 Solve real-world and mathematical problems involving area, surface area, and volume. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
B	3	Area	11	Polygons in the Coordinate Plane 1	CCSS.Math.Content.6.NS.C.6b Apply and extend previous understandings of numbers to the system of rational numbers. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
B	3	Area	11	Polygons in the Coordinate Plane 1	CCSS.Math.Content.6.NS.C.6c Apply and extend previous understandings of numbers to the system of rational numbers. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
B	3	Area	12	Polygons in the Coordinate Plane 2	CCSS.Math.Content.6.G.A.3 Solve real-world and mathematical problems involving area, surface area, and volume. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
B	3	Area	12	Polygons in the Coordinate Plane 2	CCSS.Math.Content.6.NS.C.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
B	3	Area	13	Your Choice	N/A Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	3	Area	14	Unit Review	Multiple All assessed standards covered in this unit
B	3	Area	15	Unit Test	Multiple All assessed standards covered in this unit
B	4	Surface Area and Volume	1	Nets of Three-Dimensional Figures	CCSS.Math.Content.5.G.B.4 Classify two-dimensional figures into categories based on their properties. Classify two-dimensional figures in a hierarchy based on properties.

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B	4	Surface Area and Volume	1	Nets of Three-Dimensional Figures	CCSS.Math.Content.6.G.A.4 Solve real-world and mathematical problems involving area, surface area, and volume. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
B	4	Surface Area and Volume	1	Nets of Three-Dimensional Figures	CCSS.Math.Practice.MP4 Model with mathematics.
B	4	Surface Area and Volume	2	Surface Area	CCSS.Math.Content.6.G.A.1 Solve real-world and mathematical problems involving area, surface area, and volume. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
B	4	Surface Area and Volume	2	Surface Area	CCSS.Math.Content.6.G.A.4 Solve real-world and mathematical problems involving area, surface area, and volume. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
B	4	Surface Area and Volume	3	Find Volume with Unit Cubes	CCSS.Math.Content.5.NF.B.6 Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
B	4	Surface Area and Volume	3	Find Volume with Unit Cubes	CCSS.Math.Content.6.G.A.2 Solve real-world and mathematical problems involving area, surface area, and volume. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
B	4	Surface Area and Volume	3	Find Volumes with Unit Cubes	CCSS.Math.Practice.MP4 Model with mathematics.
B	4	Surface Area and Volume	4	Volume of Rectangular Prisms 1	CCSS.Math.Content.6.EE.A.1 Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents.

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B	4	Surface Area and Volume	4	Volume of Rectangular Prisms 1	<p>CCSS.Math.Content.6.EE.A.2c</p> <p>Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).</p>
B	4	Surface Area and Volume	4	Volume of Rectangular Prisms 1	<p>CCSS.Math.Content.6.G.A.2</p> <p>Solve real-world and mathematical problems involving area, surface area, and volume.</p> <p>Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p>
B	4	Surface Area and Volume	5	Volume of Rectangular Prisms 2	<p>CCSS.Math.Content.5.MD.C.5b</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p>
B	4	Surface Area and Volume	5	Volume of Rectangular Prisms 2	<p>CCSS.Math.Content.6.EE.A.2c</p> <p>Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).</p>
B	4	Surface Area and Volume	5	Volume of Rectangular Prisms 2	<p>CCSS.Math.Content.6.G.A.2</p> <p>Solve real-world and mathematical problems involving area, surface area, and volume.</p> <p>Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p>

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B	4	Surface Area and Volume	5	Volumes of Rectangular Prisms 1	CCSS.Math.Practice.MP4 Model with mathematics.
B	4	Surface Area and Volume	6	Volume of Rectangular Prisms 3	CCSS.Math.Content.6.EE.A.2c Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
B	4	Surface Area and Volume	6	A Day to Digest	SS.Math.Content.6.G.A.4 Solve real-world and mathematical problems involving area, surface area, and volume. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
B	4	Surface Area and Volume	6	Volumes of Rectangular Prisms 2	CCSS.Math.Practice.MP4 Model with mathematics.
B	4	Surface Area and Volume	7	Volume of Rectangular Prisms 3	CCSS.Math.Content.6.G.A.1 Solve real-world and mathematical problems involving area, surface area, and volume. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
B	4	Surface Area and Volume	7	Volume of Rectangular Prisms 3	CCSS.Math.Content.6.G.A.2 Solve real-world and mathematical problems involving area, surface area, and volume. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
B	4	Surface Area and Volume	7	Volumes of Rectangular Prisms 3	CCSS.Math.Practice.MP4 Model with mathematics.
B	4	Surface Area and Volume	8	Your Choice	N/A Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	4	Surface Area and Volume	9	Unit Review	Multiple All assessed standards covered in this unit
B	4	Surface Area and Volume	10	Unit Test	Multiple All assessed standards covered in this unit

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B	5	Statistical Graphs	1	Write and Identify Statistical Questions	CCSS.Math.Content.5.MD.B.2	<p>Represent and interpret data.</p> <p>Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.</p>
B	5	Statistical Graphs	1	Write and Identify Statistical Questions	CCSS.Math.Content.6.SP.A.1	<p>Develop understanding of statistical variability.</p> <p>Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.</p>
B	5	Statistical Graphs	1	Write and Identify Statistical Questions	CCSS.Math.Content.6.SP.B.5b	<p>Summarize and describe distributions.</p> <p>Summarize numerical data sets in relation to their context, such as by:</p> <p>Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</p>
B	5	Statistical Graphs	2	Mean	CCSS.Math.Content.4.NBT.B.6	<p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
B	5	Statistical Graphs	2	Mean	CCSS.Math.Content.6.SP.A.2	<p>Develop understanding of statistical variability.</p> <p>Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p>
B	5	Statistical Graphs	2	Mean	CCSS.Math.Content.6.SP.A.3	<p>Develop understanding of statistical variability.</p> <p>Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p>
B	5	Statistical Graphs	2	Mean	CCSS.Math.Content.6.SP.B.5c	<p>Summarize and describe distributions.</p> <p>Summarize numerical data sets in relation to their context, such as by:</p> <p>Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p>
B	5	Statistical Graphs	3	Median	CCSS.Math.Content.6.SP.A.3	<p>Develop understanding of statistical variability.</p> <p>Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p>

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B	5	Statistical Graphs	3	Median CCSS.Math.Content.6.SP.B.5c	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
B	5	Statistical Graphs	4	A Day to Digest SS.Math.Content.6.SP.	Develop understanding of statistical variability. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
B	5	Statistical Graphs	4	A Day to Digest S.Math.Content.6.SP.E	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
B	5	Statistical Graphs	5	Weighted Average CCSS.Math.Content.6.SP.B.5c	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
B	5	Statistical Graphs	6	Line Plots CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
B	5	Statistical Graphs	6	Line Plots CCSS.Math.Content.6.SP.B.4	Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
B	5	Statistical Graphs	6	Line Plots CCSS.Math.Content.6.SP.B.5a	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations.
B	5	Statistical Graphs	6	Line Plots CCSS.Math.Content.6.SP.B.5b	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

B	5	Statistical Graphs	6	Line Plots	Attachment 28 - ACAD CCSS.Math.Practice.MP4	Model with mathematics.
B	5	Statistical Graphs	7	Histograms 1	CCSS.Math.Content.6.SP.B.4	Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
B	5	Statistical Graphs	7	Histograms 1	CCSS.Math.Content.6.SP.B.5b	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
B	5	Statistical Graphs	7	Histograms 1	CCSS.Math.Practice.MP4	Model with mathematics.
B	5	Statistical Graphs	8	Histograms 2	CCSS.Math.Content.6.SP.B.4	Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
B	5	Statistical Graphs	8	Histograms 2	CCSS.Math.Content.6.SP.B.5b	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
B	5	Statistical Graphs	8	Histograms 2	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
B	5	Statistical Graphs	8	Histograms 2	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	5	Statistical Graphs	8	Histograms 2	CCSS.Math.Practice.MP4	Model with mathematics.
B	5	Statistical Graphs	9	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	5	Statistical Graphs	10	Stem-and-Leaf Plots 1	CCSS.Math.Content.6.SP.B.4	Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
B	5	Statistical Graphs	10	Stem-and-Leaf Plots 1	CCSS.Math.Content.6.SP.B.5a	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations.
B	5	Statistical Graphs	10	Stem-and-Leaf Plots 1	CCSS.Math.Content.6.SP.B.5b	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
B	5	Statistical Graphs	10	Stem-and-Leaf Plots 1	CCSS.Math.Practice.MP4	Model with mathematics.

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B	5	Statistical Graphs	11	Stem-and-Leaf Plots 2	CCSS.Math.Content.6.SP.B.4	Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
B	5	Statistical Graphs	11	Stem-and-Leaf Plots 2	CCSS.Math.Content.6.SP.B.5b	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
B	5	Statistical Graphs	11	Stem-and-Leaf Plots 2	CCSS.Math.Content.6.SP.B.5c	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
B	5	Statistical Graphs	11	Stem-and-Leaf Plots 2	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
B	5	Statistical Graphs	11	Stem-and-Leaf Plots 2	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	5	Statistical Graphs	11	Stem-and-Leaf Plots 2	CCSS.Math.Practice.MP4	Model with mathematics.
B	5	Statistical Graphs	12	Box Plots 1	CCSS.Math.Content.6.SP.B.4	Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
B	5	Statistical Graphs	12	Box Plots 1	CCSS.Math.Content.6.SP.B.5b	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
B	5	Statistical Graphs	12	Box Plots 1	CCSS.Math.Content.6.SP.B.5c	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
B	5	Statistical Graphs	12	Box Plots 1	CCSS.Math.Practice.MP4	Model with mathematics.
B	5	Statistical Graphs	13	Box Plots 2	CCSS.Math.Content.6.SP.B.4	Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

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B	5	Statistical Graphs	13	Box Plots 2	CCSS.Math.Content.6.SP.B.5b	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
B	5	Statistical Graphs	13	Box Plots 2	CCSS.Math.Content.6.SP.B.5c	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
B	5	Statistical Graphs	13	Box Plots 2	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
B	5	Statistical Graphs	13	Box Plots 2	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	5	Statistical Graphs	13	Box Plots 2	CCSS.Math.Practice.MP4	Model with mathematics.
B	5	Statistical Graphs	14	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	5	Statistical Graphs	15	Unit Review	Multiple	All assessed standards covered in this unit
B	5	Statistical Graphs	16	Unit Test	Multiple	All assessed standards covered in this unit
B	6	Data Distribution	1	Range and Outliers	CCSS.Math.Content.6.SP.A.3	Develop understanding of statistical variability. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
B	6	Data Distribution	1	Range and Outliers	CCSS.Math.Content.6.SP.B.4	Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
B	6	Data Distribution	1	Range and Outliers	CCSS.Math.Content.6.SP.B.5c	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
B	6	Data Distribution	2	Interquartile Range (IQR)	CCSS.Math.Content.6.SP.B.4	Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

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B	6	Data Distribution	2	Interquartile Range (IQR)	CCSS.Math.Content.6.SP.B.5c	<p>Summarize and describe distributions.</p> <p>Summarize numerical data sets in relation to their context, such as by:</p> <p>Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p>
B	6	Data Distribution	3	Mean Absolute Deviation (MAD) 1	CCSS.Math.Content.6.SP.A.3	<p>Develop understanding of statistical variability.</p> <p>Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p>
B	6	Data Distribution	3	Mean Absolute Deviation (MAD) 1	CCSS.Math.Content.6.SP.B.5c	<p>Summarize and describe distributions.</p> <p>Summarize numerical data sets in relation to their context, such as by:</p> <p>Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p>
B	6	Data Distribution	4	Mean Absolute Deviation (MAD) 4	CCSS.Math.Content.6.SP.A.3	<p>Develop understanding of statistical variability.</p> <p>Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p>
B	6	Data Distribution	4	Mean Absolute Deviation (MAD) 2	CCSS.Math.Content.6.SP.B.5c	<p>Summarize and describe distributions.</p> <p>Summarize numerical data sets in relation to their context, such as by:</p> <p>Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p>
B	6	Data Distribution	5	A Day to Digest	SS.Math.Content.6.SP.A.3	<p>Develop understanding of statistical variability.</p> <p>Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p>
B	6	Data Distribution	5	A Day to Digest	SS.Math.Content.6.SP.B.5c	<p>Summarize and describe distributions.</p> <p>Summarize numerical data sets in relation to their context, such as by:</p> <p>Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p>

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B	6	Data Distribution	6	Distributions	CCSS.Math.Content.6.SP.A.2	Develop understanding of statistical variability. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
B	6	Data Distribution	6	Distributions	CCSS.Math.Content.6.SP.A.3	Develop understanding of statistical variability. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
B	6	Data Distribution	6	Distributions	CCSS.Math.Content.6.SP.B.4	Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
B	6	Data Distribution	6	Distributions	CCSS.Math.Content.6.SP.B.5c	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
B	6	Data Distribution	6	Distributions	CCSS.Math.Content.6.SP.B.5d	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
B	6	Data Distribution	7	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	6	Data Distribution	8	Summarize Distributions 1	CCSS.Math.Content.6.SP.A.2	Develop understanding of statistical variability. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
B	6	Data Distribution	8	Summarize Distributions 1	CCSS.Math.Content.6.SP.A.3	Develop understanding of statistical variability. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
B	6	Data Distribution	8	Summarize Distributions 1	CCSS.Math.Content.6.SP.B.5c	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

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B	6	Data Distribution	8	Summarize Distributions 1	CCSS.Math.Content.6.SP.B.5d	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
B	6	Data Distribution	8	Summarize Distributions 1	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
B	6	Data Distribution	8	Summarize Distributions 1	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	6	Data Distribution	8	Summarize Distributions 1	CCSS.Math.Practice.MP4	Model with mathematics.
B	6	Data Distribution	9	Summarize Distributions 2	CCSS.Math.Content.6.SP.A.3	Develop understanding of statistical variability. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
B	6	Data Distribution	9	Summarize Distributions 2	CCSS.Math.Content.6.SP.B.5a	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations.
B	6	Data Distribution	9	Summarize Distributions 2	CCSS.Math.Content.6.SP.B.5b	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
B	6	Data Distribution	9	Summarize Distributions 2	CCSS.Math.Content.6.SP.B.5c	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
B	6	Data Distribution	9	Summarize Distributions 2	CCSS.Math.Content.6.SP.B.5d	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
B	6	Data Distribution	9	Summarize Distributions 2	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
B	6	Data Distribution	9	Summarize Distributions 2	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	6	Data Distribution	9	Summarize Distributions 2	CCSS.Math.Practice.MP4	Model with mathematics.

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B	6	Data Distribution	10	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	6	Data Distribution	11	Unit Review	Multiple	All assessed standards covered in this unit
B	6	Data Distribution	12	Unit Test	Multiple	All assessed standards covered in this unit
B	7	Project: Data, Data Everywhere	1	Collect and Organize Numeric Data	CCSS.Math.Content.6.SP.A.1	Develop understanding of statistical variability. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
B	7	Project: Data, Data Everywhere	1	Collect and Organize Numeric Data	CCSS.Math.Content.6.SP.B.4	Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
B	7	Project: Data, Data Everywhere	1	Collect and Organize Numeric Data	CCSS.Math.Content.6.SP.B.5a	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations.
B	7	Project: Data, Data Everywhere	1	Collect and Organize Numeric Data	CCSS.Math.Content.6.SP.B.5b	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
B	7	Project: Data, Data Everywhere	1	Collect and Organize Numeric Data	CCSS.Math.Content.6.SP.B.5c	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
B	7	Project: Data, Data Everywhere	1	Collect and Organize Numeric Data	CCSS.Math.Content.6.SP.B.5d	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
B	7	Project: Data, Data Everywhere	1	Collect and Organize Numeric Data	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
B	7	Project: Data, Data Everywhere	2	Find Number Summaries	CCSS.Math.Content.6.SP.B.4	Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
B	7	Project: Data, Data Everywhere	2	Find Number Summaries	CCSS.Math.Content.6.SP.B.5b	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

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B	7	Project: Data, Data Everywhere	2	Find Number Summaries	CCSS.Math.Content.6.SP.B.5c Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
B	7	Project: Data, Data Everywhere	2	Find Number Summaries	CCSS.Math.Content.6.SP.B.5d Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
B	7	Project: Data, Data Everywhere	2	Find Number Summaries	CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.
B	7	Project: Data, Data Everywhere	3	Construct Box Plots	CCSS.Math.Content.6.SP.B.4 Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
B	7	Project: Data, Data Everywhere	3	Construct Box Plots	CCSS.Math.Content.6.SP.B.5b Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
B	7	Project: Data, Data Everywhere	3	Construct Box Plots	CCSS.Math.Content.6.SP.B.5c Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
B	7	Project: Data, Data Everywhere	3	Construct Box Plots	CCSS.Math.Content.6.SP.B.5d Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
B	7	Project: Data, Data Everywhere	3	Construct Box Plots	CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.
B	7	Project: Data, Data Everywhere	4	Analyze and Compare Data Sets	CCSS.Math.Content.6.SP.A.2 Develop understanding of statistical variability. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

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B	7	Project: Data, Data Everywhere	4	Analyze and Compare Data Sets	CCSS.Math.Content.6.SP.A.3	Develop understanding of statistical variability. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
B	7	Project: Data, Data Everywhere	4	Analyze and Compare Data Sets	CCSS.Math.Content.6.SP.B.4	Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
B	7	Project: Data, Data Everywhere	4	Analyze and Compare Data Sets	CCSS.Math.Content.6.SP.B.5b	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
B	7	Project: Data, Data Everywhere	4	Analyze and Compare Data Sets	CCSS.Math.Content.6.SP.B.5c	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
B	7	Project: Data, Data Everywhere	4	Analyze and Compare Data Sets	CCSS.Math.Content.6.SP.B.5d	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
B	7	Project: Data, Data Everywhere	4	Analyze and Compare Data Sets	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
B	7	Project: Data, Data Everywhere	5	What Does It All Mean?	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
B	7	Project: Data, Data Everywhere	5	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	7	Project: Data, Data Everywhere	6	What Does It All Mean?	CCSS.Math.Content.6.SP.B.4	Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
B	7	Project: Data, Data Everywhere	6	What Does It All Mean?	CCSS.Math.Content.6.SP.B.5b	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

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B	7	Project: Data, Data Everywhere	6	What Does It All Mean?	CCSS.Math.Content.6.SP.B.5c	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
B	7	Project: Data, Data Everywhere	6	What Does It All Mean?	CCSS.Math.Content.6.SP.B.5d	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
B	8	Semester Review and Test	1	Semester B Review	Multiple	All assessed standards covered by this point in the course
B	8	Semester Review and Test	2	Semester B Test, Parts 1 and 2	Multiple	All assessed standards covered by this point in the course



**Common Core State Standards for Mathematics for Grade 7
Attachment 28 - ACAD
Compared to MTH07E3 Summit Math 7**



Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Adding and Subtracting Rational Numbers	1	Additive Inverses	CCSS.Math.Content.6.NS.C.6c	<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>
A	1	Adding and Subtracting Rational Numbers	1	Additive Inverses	CCSS.Math.Content.7.NS.A.1a	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>Describe situations in which opposite quantities combine to make 0.</p>
A	1	Adding and Subtracting Rational Numbers	1	Additive Inverses	CCSS.Math.Content.7.NS.A.1b	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p>
A	1	Adding and Subtracting Rational Numbers	2	Equidistant Points	CCSS.Math.Content.6.NS.C.6a	<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p>

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A	1	Adding and Subtracting Rational Numbers	2	Equidistant Points	<p>CCSS.Math.Content.7.NS.A.1b</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p>
A	1	Adding and Subtracting Rational Numbers	2	Equidistant Points	<p>CCSS.Math.Content.7.NS.A.1c</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p>
A	1	Adding and Subtracting Rational Numbers	3	Add Integers	<p>CCSS.Math.Content.6.NS.C.7c</p> <p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand ordering and absolute value of rational numbers.</p> <p>Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.</p>
A	1	Adding and Subtracting Rational Numbers	3	Add Integers	<p>CCSS.Math.Content.7.NS.A.1b</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p>
A	1	Adding and Subtracting Rational Numbers	3	Add Integers	<p>CCSS.Math.Content.7.NS.A.1d</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>Apply properties of operations as strategies to add and subtract rational numbers.</p>

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A	1	Adding and Subtracting Rational Numbers	3	Add Integers	CCSS.Math.Content.7.NS.A.3 Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	1	Adding and Subtracting Rational Numbers	4	Add Signed Decimals	CCSS.Math.Content.5.NBT.B.7 Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
A	1	Adding and Subtracting Rational Numbers	4	Add Signed Decimals	CCSS.Math.Content.7.NS.A.1d Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Apply properties of operations as strategies to add and subtract rational numbers.
A	1	Adding and Subtracting Rational Numbers	4	Add Signed Decimals	CCSS.Math.Content.7.NS.A.3 Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	1	Adding and Subtracting Rational Numbers	5	Add Signed Fractions	CCSS.Math.Content.5.NF.A.1 Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
A	1	Adding and Subtracting Rational Numbers	5	Add Signed Fractions	CCSS.Math.Content.7.NS.A.1d Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Apply properties of operations as strategies to add and subtract rational numbers.
A	1	Adding and Subtracting Rational Numbers	6	Your Choice	N/A Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.

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A	1	Adding and Subtracting Rational Numbers	7	Subtract Integers	<p>CCSS.Math.Content.7.NS.A.1c</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p>
A	1	Adding and Subtracting Rational Numbers	7	Subtract Integers	<p>CCSS.Math.Content.7.NS.A.1d</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>Apply properties of operations as strategies to add and subtract rational numbers.</p>
A	1	Adding and Subtracting Rational Numbers	7	Subtract Integers	<p>CCSS.Math.Content.7.NS.A.3</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Solve real-world and mathematical problems involving the four operations with rational numbers.</p>
A	1	Adding and Subtracting Rational Numbers	8	Subtract Signed Decimals	<p>CCSS.Math.Content.7.NS.A.1c</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p>
A	1	Adding and Subtracting Rational Numbers	8	Subtract Signed Decimals	<p>CCSS.Math.Content.7.NS.A.1d</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>Apply properties of operations as strategies to add and subtract rational numbers.</p>
A	1	Adding and Subtracting Rational Numbers	8	Subtract Signed Decimals	<p>CCSS.Math.Content.7.NS.A.3</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Solve real-world and mathematical problems involving the four operations with rational numbers.</p>

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A	1	Adding and Subtracting Rational Numbers	9	Subtract Signed Fractions	CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
A	1	Adding and Subtracting Rational Numbers	9	Subtract Signed Fractions	CCSS.Math.Content.7.NS.A.1c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
A	1	Adding and Subtracting Rational Numbers	9	Subtract Signed Fractions	CCSS.Math.Content.7.NS.A.1d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Apply properties of operations as strategies to add and subtract rational numbers.
A	1	Adding and Subtracting Rational Numbers	10	A Day to Digest	CCSS.Math.Content.7.NS.A.1c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
A	1	Adding and Subtracting Rational Numbers	10	A Day to Digest	CCSS.Math.Content.7.NS.A.1d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Apply properties of operations as strategies to add and subtract rational numbers.

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A	1	Adding and Subtracting Rational Numbers	11	Addition Properties	CCSS.Math.Content.6.NS.B.4	<p>Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1—100 with a common factor as a multiple of a sum of two whole numbers with no common factor.</p>
A	1	Adding and Subtracting Rational Numbers	11	Addition Properties	CCSS.Math.Content.7.EE.A.1	<p>Use properties of operations to generate equivalent expressions.</p> <p>Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p>
A	1	Adding and Subtracting Rational Numbers	11	Addition Properties	CCSS.Math.Content.7.NS.A.1d	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>Apply properties of operations as strategies to add and subtract rational numbers.</p>
A	1	Adding and Subtracting Rational Numbers	12	Distance on a Number Line 1	CCSS.Math.Content.6.NS.C.7c	<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand ordering and absolute value of rational numbers.</p> <p>Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.</p>
A	1	Adding and Subtracting Rational Numbers	12	Distance on a Number Line 1	CCSS.Math.Content.7.NS.A.1b	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p>
A	1	Adding and Subtracting Rational Numbers	12	Distance on a Number Line 1	CCSS.Math.Content.7.NS.A.1c	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p>

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A	1	Adding and Subtracting Rational Numbers	13	Distance on a Number Line 2	CCSS.Math.Content.7.NS.A.1c	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p>
A	1	Adding and Subtracting Rational Numbers	14	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	1	Adding and Subtracting Rational Numbers	15	Unit Review	Multiple	All assessed standards covered in this unit
A	1	Adding and Subtracting Rational Numbers	16	Unit Test	Multiple	All assessed standards covered in this unit
A	2	Multiplying and Dividing Rational Numbers	1	Multiply Integers	CCSS.Math.Content.7.NS.A.1d	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>Apply properties of operations as strategies to add and subtract rational numbers.</p>
A	2	Multiplying and Dividing Rational Numbers	1	Multiply Integers	CCSS.Math.Content.7.NS.A.2a	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p>
A	2	Multiplying and Dividing Rational Numbers	1	Multiply Integers	CCSS.Math.Content.7.NS.A.2c	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Apply properties of operations as strategies to multiply and divide rational numbers.</p>
A	2	Multiplying and Dividing Rational Numbers	1	Multiply Integers	CCSS.Math.Content.7.NS.A.3	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Solve real-world and mathematical problems involving the four operations with rational numbers.</p>

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A	2	Multiplying and Dividing Rational Numbers	1	Multiply Integers	CCSS.Math.Practice.MP7	Look for and make use of structure.
A	2	Multiplying and Dividing Rational Numbers	2	Multiply Signed Decimals	CCSS.Math.Content.5.NBT.B.7	Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
A	2	Multiplying and Dividing Rational Numbers	2	Multiply Signed Decimals	CCSS.Math.Content.7.NS.A.2a	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
A	2	Multiplying and Dividing Rational Numbers	2	Multiply Signed Decimals	CCSS.Math.Content.7.NS.A.2c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
A	2	Multiplying and Dividing Rational Numbers	2	Multiply Signed Decimals	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	2	Multiplying and Dividing Rational Numbers	2	Multiply Signed Decimals	CCSS.Math.Practice.MP7	Look for and make use of structure.
A	2	Multiplying and Dividing Rational Numbers	3	Multiply Signed Fractions	CCSS.Math.Content.6.NS.B.4	Compute fluently with multi-digit numbers and find common factors and multiples. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.

Attachment 28 - ACAD						
A	2	Multiplying and Dividing Rational Numbers	3	Multiply Signed Fractions	CCSS.Math.Content.7.NS.A.2a	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p>
A	2	Multiplying and Dividing Rational Numbers	3	Multiply Signed Fractions	CCSS.Math.Content.7.NS.A.2c	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Apply properties of operations as strategies to multiply and divide rational numbers.</p>
A	2	Multiplying and Dividing Rational Numbers	3	Multiply Signed Fractions	CCSS.Math.Practice.MP7	Look for and make use of structure.
A	2	Multiplying and Dividing Rational Numbers	4	Multiply Signed Mixed Numbers	CCSS.Math.Content.5.NF.B.3	<p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>
A	2	Multiplying and Dividing Rational Numbers	4	Multiply Signed Mixed Numbers	CCSS.Math.Content.7.NS.A.2a	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p>
A	2	Multiplying and Dividing Rational Numbers	4	Multiply Signed Mixed Numbers	CCSS.Math.Content.7.NS.A.2c	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Apply properties of operations as strategies to multiply and divide rational numbers.</p>

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A	2	Multiplying and Dividing Rational Numbers	4	Multiply Signed Mixed Numbers CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	2	Multiplying and Dividing Rational Numbers	4	Multiply Signed Mixed Numbers CCSS.Math.Practice.MP7	Look for and make use of structure.
A	2	Multiplying and Dividing Rational Numbers	5	Divide Integers CCSS.Math.Content.7.NS.A.1d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Apply properties of operations as strategies to add and subtract rational numbers.
A	2	Multiplying and Dividing Rational Numbers	5	Divide Integers CCSS.Math.Content.7.NS.A.2b	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-p/q = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.
A	2	Multiplying and Dividing Rational Numbers	5	Divide Integers CCSS.Math.Content.7.NS.A.2c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
A	2	Multiplying and Dividing Rational Numbers	5	Divide Integers CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	2	Multiplying and Dividing Rational Numbers	6	Divide Signed Decimals CCSS.Math.Content.5.NBT.B.7	Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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A	2	Multiplying and Dividing Rational Numbers	6	Divide Signed Decimals	<p>CCSS.Math.Content.7.NS.A.2b</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</p>
A	2	Multiplying and Dividing Rational Numbers	6	Divide Signed Decimals	<p>CCSS.Math.Content.7.NS.A.2c</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Apply properties of operations as strategies to multiply and divide rational numbers.</p>
A	2	Multiplying and Dividing Rational Numbers	6	Divide Signed Decimals	<p>CCSS.Math.Content.7.NS.A.3</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Solve real-world and mathematical problems involving the four operations with rational numbers.</p>
A	2	Multiplying and Dividing Rational Numbers	7	Divide Signed Fractions	<p>CCSS.Math.Content.6.NS.A.1</p> <p>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.</p>
A	2	Multiplying and Dividing Rational Numbers	7	Divide Signed Fractions	<p>CCSS.Math.Content.7.NS.A.2b</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</p>
A	2	Multiplying and Dividing Rational Numbers	7	Divide Signed Fractions	<p>CCSS.Math.Content.7.NS.A.2c</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Apply properties of operations as strategies to multiply and divide rational numbers.</p>

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A	2	Multiplying and Dividing Rational Numbers	7	Divide Signed Fractions CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	2	Multiplying and Dividing Rational Numbers	8	Divide Signed Mixed Numbers CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
A	2	Multiplying and Dividing Rational Numbers	8	Divide Signed Mixed Numbers CCSS.Math.Content.7.NS.A.2b	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.
A	2	Multiplying and Dividing Rational Numbers	8	Divide Signed Mixed Numbers CCSS.Math.Content.7.NS.A.2c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
A	2	Multiplying and Dividing Rational Numbers	8	Divide Signed Mixed Numbers CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	2	Multiplying and Dividing Rational Numbers	9	A Day to Digest CCSS.Math.Content.7.NS.A.2a	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

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A	2	Multiplying and Dividing Rational Numbers	9	A Day to Digest	<p>CCSS.Math.Content.7.NS.A.2b</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</p>
A	2	Multiplying and Dividing Rational Numbers	9	A Day to Digest	<p>CCSS.Math.Content.7.NS.A.2c</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Apply properties of operations as strategies to multiply and divide rational numbers.</p>
A	2	Multiplying and Dividing Rational Numbers	9	A Day to Digest	<p>CCSS.Math.Content.7.NS.A.3</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Solve real-world and mathematical problems involving the four operations with rational numbers.</p>
A	2	Multiplying and Dividing Rational Numbers	10	Associative and Commutative Properties	<p>CCSS.Math.Content.7.EE.B.3</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p>
A	2	Multiplying and Dividing Rational Numbers	10	Associative and Commutative Properties	<p>CCSS.Math.Content.7.NS.A.1d</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>Apply properties of operations as strategies to add and subtract rational numbers.</p>

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A	2	Multiplying and Dividing Rational Numbers	10	<p>Associative and Commutative Properties</p> <p>CCSS.Math.Content.7.NS.A.2a</p>	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p>
A	2	Multiplying and Dividing Rational Numbers	10	<p>Associative and Commutative Properties</p> <p>CCSS.Math.Content.7.NS.A.2c</p>	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Apply properties of operations as strategies to multiply and divide rational numbers.</p>
A	2	Multiplying and Dividing Rational Numbers	10	<p>Associative and Commutative Properties</p> <p>CCSS.Math.Practice.MP7</p>	<p>Look for and make use of structure.</p>
A	2	Multiplying and Dividing Rational Numbers	11	<p>Distributive Property Versus Factoring</p> <p>CCSS.Math.Content.6.NS.B.4</p>	<p>Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.</p>
A	2	Multiplying and Dividing Rational Numbers	11	<p>Distributive Property Versus Factoring</p> <p>CCSS.Math.Content.7.EE.B.3</p>	<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p>
A	2	Multiplying and Dividing Rational Numbers	11	<p>Distributive Property Versus Factoring</p> <p>CCSS.Math.Content.7.NS.A.2a</p>	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p>

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A	2	Multiplying and Dividing Rational Numbers	11	Distributive Property Versus Factoring	<p>CCSS.Math.Content.7.NS.A.2c</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Apply properties of operations as strategies to multiply and divide rational numbers.</p>
A	2	Multiplying and Dividing Rational Numbers	11	Distributive Property Versus Factoring	<p>CCSS.Math.Practice.MP7</p> <p>Look for and make use of structure.</p>
A	2	Multiplying and Dividing Rational Numbers	12	Division Properties	<p>CCSS.Math.Content.6.NS.C.6a</p> <p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p>
A	2	Multiplying and Dividing Rational Numbers	12	Division Properties	<p>CCSS.Math.Content.7.EE.B.3</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p>
A	2	Multiplying and Dividing Rational Numbers	12	Division Properties	<p>CCSS.Math.Content.7.NS.A.2b</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</p>
A	2	Multiplying and Dividing Rational Numbers	12	Division Properties	<p>CCSS.Math.Content.7.NS.A.2c</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Apply properties of operations as strategies to multiply and divide rational numbers.</p>
A	2	Multiplying and Dividing Rational Numbers	13	Your Choice	<p>N/A</p> <p>Students may use this lesson time to complete any unfinished work, ask their teacher for help, review this lesson or begin with the next lesson.</p>

A	2	Multiplying and Dividing Rational Numbers	14	Unit Review	Attachment 28 - ACAD Multiple	All assessed standards covered in this unit
A	2	Multiplying and Dividing Rational Numbers	15	Unit Test	Multiple	All assessed standards covered in this unit
A	3	Problem Solving with Rational Numbers	1	Write Rational Numbers as Decimals 1	CCSS.Math.Content.6.NS.B.2	Compute fluently with multi-digit numbers and find common factors and multiples. Fluently divide multi-digit numbers using the standard algorithm.
A	3	Problem Solving with Rational Numbers	1	Write Rational Numbers as Decimals 1	CCSS.Math.Content.7.NS.A.2d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
A	3	Problem Solving with Rational Numbers	2	Write Rational Numbers as Decimals 2	CCSS.Math.Content.6.SP.B.4	Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
A	3	Problem Solving with Rational Numbers	2	Write Rational Numbers as Decimals 2	CCSS.Math.Content.7.NS.A.2d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
A	3	Problem Solving with Rational Numbers	3	A Day to Digest	CCSS.Math.Content.7.NS.A.2d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
A	3	Problem Solving with Rational Numbers	4	Solve One-Step Problems 1	CCSS.Math.Content.5.NF.B.3	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

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A	3	Problem Solving with Rational Numbers	4	Solve One-Step Problems 1	CCSS.Math.Content.7.EE.B.3 Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	3	Problem Solving with Rational Numbers	4	Solve One-Step Problems 1	CCSS.Math.Content.7.NS.A.3 Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	3	Problem Solving with Rational Numbers	5	Solve One-Step Problems 2	CCSS.Math.Content.5.NBT.B.7 Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
A	3	Problem Solving with Rational Numbers	5	Solve One-Step Problems 2	CCSS.Math.Content.7.EE.B.3 Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	3	Problem Solving with Rational Numbers	5	Solve One-Step Problems 2	CCSS.Math.Content.7.NS.A.3 Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	3	Problem Solving with Rational Numbers	6	Your Choice	N/A Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	3	Problem Solving with Rational Numbers	7	Solve Multistep Problems 1	CCSS.Math.Content.6.NS.C.5 Apply and extend previous understandings of numbers to the system of rational numbers. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

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A	3	Problem Solving with Rational Numbers	7	Solve Multistep Problems 1	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	3	Problem Solving with Rational Numbers	7	Solve Multistep Problems 1	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	3	Problem Solving with Rational Numbers	7	Solve Multistep Problems 1	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
A	3	Problem Solving with Rational Numbers	8	Solve Multistep Problems 2	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	3	Problem Solving with Rational Numbers	8	Solve Multistep Problems 2	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	3	Problem Solving with Rational Numbers	8	Solve Multistep Problems 2	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
A	3	Problem Solving with Rational Numbers	9	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	3	Problem Solving with Rational Numbers	10	Unit Review	Multiple	All assessed standards covered in this unit
A	3	Problem Solving with Rational Numbers	11	Unit Test	Multiple	All assessed standards covered in this unit
A	4	Expressions	1	Evaluate Numerical Expressions with Integers	CCSS.Math.Content.6.EE.A.1	Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents.
A	4	Expressions	1	Evaluate Numerical Expressions with Integers	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.

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A	4	Expressions	2	Evaluate Numerical Expressions with Rational Numbers	CCSS.Math.Content.6.EE.A.1 Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents.
A	4	Expressions	2	Evaluate Numerical Expressions with Rational Numbers	CCSS.Math.Content.7.NS.A.3 Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	4	Expressions	3	Evaluate Algebraic Expressions	CCSS.Math.Content.6.EE.A.2b Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
A	4	Expressions	3	Evaluate Algebraic Expressions	CCSS.Math.Content.7.EE.A.1 Use properties of operations to generate equivalent expressions. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	4	Expressions	4	A Day to Digest	CCSS.Math.Content.7.NS.A.3 Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	4	Expressions	5	Linear Expressions 1	CCSS.Math.Content.6.EE.A.3 Apply and extend previous understandings of arithmetic to algebraic expressions. Apply the properties of operations to generate equivalent expressions.
A	4	Expressions	5	Linear Expressions 1	CCSS.Math.Content.7.EE.A.1 Use properties of operations to generate equivalent expressions. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	4	Expressions	5	Linear Expressions 1	CCSS.Math.Content.7.NS.A.2c Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
A	4	Expressions	6	Linear Expressions 2	CCSS.Math.Content.7.EE.A.1 Use properties of operations to generate equivalent expressions. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	4	Expressions	6	Linear Expressions 2	CCSS.Math.Content.7.EE.A.2 Use properties of operations to generate equivalent expressions. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how to solve it more effectively.

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A	4	Expressions	6	Linear Expressions 2	CCSS.Math.Content.7.NS.A.2c Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
A	4	Expressions	7	Your Choice	N/A Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	4	Expressions	8	Equivalent Linear Expressions	CCSS.Math.Content.6.EE.B.5 Reason about and solve one-variable equations and inequalities. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
A	4	Expressions	8	Equivalent Linear Expressions	CCSS.Math.Content.7.EE.A.1 Use properties of operations to generate equivalent expressions. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	4	Expressions	8	Equivalent Linear Expressions	CCSS.Math.Content.7.EE.A.2 Use properties of operations to generate equivalent expressions. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.
A	4	Expressions	8	Equivalent Linear Expressions	CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.
A	4	Expressions	9	Add and Subtract Linear Expressions	CCSS.Math.Content.6.EE.A.2b Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
A	4	Expressions	9	Add and Subtract Linear Expressions	CCSS.Math.Content.7.EE.A.1 Use properties of operations to generate equivalent expressions. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	4	Expressions	10	Your Choice	N/A Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	4	Expressions	11	Unit Review	Multiple All assessed standards covered in this unit
A	4	Expressions	12	Unit Test	Multiple All assessed standards covered in this unit

Attachment 28 - ACAD					
A	5	Solving Linear Equations	1	Solve One-Step Equations with Integers	<p>CCSS.Math.Content.7.EE.B.4a</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p>
A	5	Solving Linear Equations	1	Solve One-Step Equations with Integers	<p>CCSS.Math.Content.7.NS.A.1d</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>Apply properties of operations as strategies to add and subtract rational numbers.</p>
A	5	Solving Linear Equations	2	Solve One-Step Equations with Decimals	<p>CCSS.Math.Content.7.EE.B.4a</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p>
A	5	Solving Linear Equations	2	Solve One-Step Equations with Decimals	<p>CCSS.Math.Content.7.NS.A.1d</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>Apply properties of operations as strategies to add and subtract rational numbers.</p>

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A	5	Solving Linear Equations	3	Solve One-Step Equations with Fractions	<p>CCSS.Math.Content.7.EE.B.4a</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p>
A	5	Solving Linear Equations	3	Solve One-Step Equations with Fractions	<p>CCSS.Math.Content.7.NS.A.1d</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>Apply properties of operations as strategies to add and subtract rational numbers.</p>
A	5	Solving Linear Equations	4	Solve One-Step Equations with Rational Numbers	<p>CCSS.Math.Content.7.EE.B.4a</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p>
A	5	Solving Linear Equations	4	Solve One-Step Equations with Rational Numbers	<p>CCSS.Math.Content.7.NS.A.2d</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p>
A	5	Solving Linear Equations	5	Model the Real World with One-Step Equations	<p>CCSS.Math.Content.6.EE.A.2a</p> <p>Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>Write expressions that record operations with numbers and with letters standing for numbers.</p>

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A	5	Solving Linear Equations	5	Model the Real World with One-Step Equations	CCSS.Math.Content.7.EE.B.4a	<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p>
A	5	Solving Linear Equations	6	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	5	Solving Linear Equations	7	Solve Two-Step Equations with Integers	CCSS.Math.Content.7.EE.B.3	<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p>
A	5	Solving Linear Equations	7	Solve Two-Step Equations with Integers	CCSS.Math.Content.7.EE.B.4a	<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p>
A	5	Solving Linear Equations	7	Solve Two-Step Equations with Integers	CCSS.Math.Content.7.NS.A.3	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Solve real-world and mathematical problems involving the four operations with rational numbers.</p>
A	5	Solving Linear Equations	8	Solve Two-Step Equations with Decimals	CCSS.Math.Content.7.EE.B.3	<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p>

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A	5	Solving Linear Equations	8	Solve Two-Step Equations with Decimals	<p>CCSS.Math.Content.7.EE.B.4a</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p>
A	5	Solving Linear Equations	8	Solve Two-Step Equations with Decimals	<p>CCSS.Math.Content.7.NS.A.1d</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>Apply properties of operations as strategies to add and subtract rational numbers.</p>
A	5	Solving Linear Equations	9	Solve Two-Step Equations with Fractions	<p>CCSS.Math.Content.7.EE.B.3</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p>
A	5	Solving Linear Equations	9	Solve Two-Step Equations with Fractions	<p>CCSS.Math.Content.7.EE.B.4a</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p>
A	5	Solving Linear Equations	9	Solve Two-Step Equations with Fractions	<p>CCSS.Math.Content.7.NS.A.2c</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Apply properties of operations as strategies to multiply and divide rational numbers.</p>

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A	5	Solving Linear Equations	10	Model with Two-Step Equations	CCSS.Math.Content.6.EE.B.6	Reason about and solve one-variable equations and inequalities. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
A	5	Solving Linear Equations	10	Model with Two-Step Equations	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	5	Solving Linear Equations	10	Model with Two-Step Equations	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	5	Solving Linear Equations	10	Model with Two-Step Equations	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
A	5	Solving Linear Equations	10	Model with Two-Step Equations	CCSS.Math.Practice.MP6	Attend to precision.
A	5	Solving Linear Equations	11	Model the Real World with Two-Step Equations	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	5	Solving Linear Equations	11	Model the Real World with Two-Step Equations	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.

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A	5	Solving Linear Equations	11	Model the Real World with Two-Step Equations	CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
A	5	Solving Linear Equations	11	Model the Real World with Two-Step Equations	CCSS.Math.Practice.MP4 Model with mathematics.
A	5	Solving Linear Equations	11	Model the Real World with Two-Step Equations	CCSS.Math.Practice.MP6 Attend to precision.
A	5	Solving Linear Equations	12	A Day to Digest	CCSS.Math.Content.7.EE.B.4a Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	5	Solving Linear Equations	13	Solve Multistep Equations with Integers	CCSS.Math.Content.7.EE.A.1 Use properties of operations to generate equivalent expressions. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	5	Solving Linear Equations	13	Solve Multistep Equations with Integers	CCSS.Math.Content.7.EE.B.3 Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	5	Solving Linear Equations	13	Solve Multistep Equations with Integers	CCSS.Math.Content.7.EE.B.4a Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	5	Solving Linear Equations	14	Solve Multistep Equations with Decimals	CCSS.Math.Content.7.EE.B.3 Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

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A	5	Solving Linear Equations	14	<p>Solve Multistep Equations with Decimals</p> <p>CCSS.Math.Content.7.EE.B.4a</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p>
A	5	Solving Linear Equations	14	<p>Solve Multistep Equations with Decimals</p> <p>CCSS.Math.Content.7.NS.A.2c</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Apply properties of operations as strategies to multiply and divide rational numbers.</p>
A	5	Solving Linear Equations	15	<p>Solve Multistep Equations with Fractions</p> <p>CCSS.Math.Content.7.EE.B.3</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p>
A	5	Solving Linear Equations	15	<p>Solve Multistep Equations with Fractions</p> <p>CCSS.Math.Content.7.EE.B.4a</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p>
A	5	Solving Linear Equations	15	<p>Solve Multistep Equations with Fractions</p> <p>CCSS.Math.Content.7.NS.A.2d</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p>

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A	5	Solving Linear Equations	16	A Day to Digest	CCSS.Math.Content.7.EE.B.3	<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p>
A	5	Solving Linear Equations	16	A Day to Digest	CCSS.Math.Content.7.EE.B.4a	<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p>
A	5	Solving Linear Equations	17	Model with Multistep Equations	CCSS.Math.Content.7.EE.B.3	<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p>
A	5	Solving Linear Equations	17	Model with Multistep Equations	CCSS.Math.Content.7.EE.B.4a	<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p>
A	5	Solving Linear Equations	17	Model with Multistep Equations	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
A	5	Solving Linear Equations	17	Model with Multistep Equations	CCSS.Math.Practice.MP6	Attend to precision.

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A	5	Solving Linear Equations	18	Model the Real World with Multistep Equations	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	5	Solving Linear Equations	18	Model the Real World with Multistep Equations	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	5	Solving Linear Equations	18	Model the Real World with Multistep Equations	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
A	5	Solving Linear Equations	18	Model the Real World with Multistep Equations	CCSS.Math.Practice.MP4	Model with mathematics.
A	5	Solving Linear Equations	18	Model the Real World with Multistep Equations	CCSS.Math.Practice.MP6	Attend to precision.
A	5	Solving Linear Equations	19	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	5	Solving Linear Equations	20	Unit Review	Multiple	All assessed standards covered in this unit
A	5	Solving Linear Equations	21	Unit Test	Multiple	All assessed standards covered in this unit
A	6	Solving Linear Inequalities	1	One-Step Addition or Subtraction Inequalities	CCSS.Math.Content.6.EE.B.8	Reason about and solve one-variable equations and inequalities. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
A	6	Solving Linear Inequalities	1	One-Step Addition or Subtraction Inequalities	CCSS.Math.Content.7.EE.B.4	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

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A	6	Solving Linear Inequalities	1	One-Step Addition or Subtraction Inequalities	CCSS.Math.Content.7.EE.B.4b	<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.</p>
A	6	Solving Linear Inequalities	2	One-Step Multiplication or Division Inequalities	CCSS.Math.Content.7.EE.B.4a	<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p>
A	6	Solving Linear Inequalities	2	One-Step Multiplication or Division Inequalities	CCSS.Math.Content.7.EE.B.4b	<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.</p>
A	6	Solving Linear Inequalities	3	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	6	Solving Linear Inequalities	4	Model with One-Step Inequalities	CCSS.Math.Content.6.EE.B.8	<p>Reason about and solve one-variable equations and inequalities.</p> <p>Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p>
A	6	Solving Linear Inequalities	4	Model with One-Step Inequalities	CCSS.Math.Content.7.EE.B.4	<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p>

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A	6	Solving Linear Inequalities	4	Model with One-Step Inequalities	<p>CCSS.Math.Content.7.EE.B.4b</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.</p>
A	6	Solving Linear Inequalities	5	Two-Step Inequalities	<p>CCSS.Math.Content.7.EE.B.4a</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p>
A	6	Solving Linear Inequalities	5	Two-Step Inequalities	<p>CCSS.Math.Content.7.EE.B.4b</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.</p>
A	6	Solving Linear Inequalities	6	A Day to Digest	<p>CCSS.Math.Content.7.EE.B.4</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p>
A	6	Solving Linear Inequalities	6	A Day to Digest	<p>CCSS.Math.Content.7.EE.B.4b</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.</p>

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A	6	Solving Linear Inequalities	7	Model with Two-Step Inequalities	CCSS.Math.Content.7.EE.B.4 Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
A	6	Solving Linear Inequalities	7	Model with Two-Step Inequalities	CCSS.Math.Content.7.EE.B.4b Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.
A	6	Solving Linear Inequalities	8	Your Choice	N/A Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	6	Solving Linear Inequalities	9	Unit Review	Multiple All assessed standards covered in this unit
A	6	Solving Linear Inequalities	10	Unit Test	Multiple All assessed standards covered in this unit
A	7	Semester Review and Test	1	Semester A Review	Multiple All assessed standards covered by this point in the course
A	7	Semester Review and Test	2	Semester A Test, Parts 1 and 2	Multiple All assessed standards covered by this point in the course
B	1	Proportional Relationships	1	Proportion	CCSS.Math.Content.6.RP.A.2 Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.
B	1	Proportional Relationships	1	Proportion	CCSS.Math.Content.7.RP.A.2a Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	1	Proportional Relationships	2	Identify Proportional Relationships	CCSS.Math.Content.6.RP.A.3a Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

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B	1	Proportional Relationships	2	Identify Proportional Relationships	<p>CCSS.Math.Content.7.RP.A.2a</p> <p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>Recognize and represent proportional relationships between quantities.</p> <p>Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p>
B	1	Proportional Relationships	2	Identify Proportional Relationships	<p>CCSS.Math.Content.7.RP.A.2b</p> <p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>Recognize and represent proportional relationships between quantities.</p> <p>Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p>
B	1	Proportional Relationships	2	Identify Proportional Relationships	<p>CCSS.Math.Practice.MP5</p> <p>Use appropriate tools strategically.</p>
B	1	Proportional Relationships	3	Graph Proportional Relationships	<p>CCSS.Math.Content.6.NS.C.6c</p> <p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>
B	1	Proportional Relationships	3	Graph Proportional Relationships	<p>CCSS.Math.Content.7.RP.A.2a</p> <p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>Recognize and represent proportional relationships between quantities.</p> <p>Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p>
B	1	Proportional Relationships	3	Graph Proportional Relationships	<p>CCSS.Math.Content.7.RP.A.2b</p> <p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>Recognize and represent proportional relationships between quantities.</p> <p>Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p>

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B	1	Proportional Relationships	3	Graph Proportional Relationships	CCSS.Math.Content.7.RP.A.2d	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
B	1	Proportional Relationships	3	Graph Proportional Relationships	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
B	1	Proportional Relationships	4	Unit Rates	CCSS.Math.Content.6.RP.A.2	Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.
B	1	Proportional Relationships	4	Unit Rates	CCSS.Math.Content.7.RP.A.1	Analyze proportional relationships and use them to solve real-world and mathematical problems. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
B	1	Proportional Relationships	4	Unit Rates	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	1	Proportional Relationships	5	Constant of Proportionality and Unit Rate	CCSS.Math.Content.6.RP.A.2	Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.
B	1	Proportional Relationships	5	Constant of Proportionality and Unit Rate	CCSS.Math.Content.7.RP.A.1	Analyze proportional relationships and use them to solve real-world and mathematical problems. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
B	1	Proportional Relationships	5	Constant of Proportionality and Unit Rate	CCSS.Math.Content.7.RP.A.2b	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
B	1	Proportional Relationships	5	Constant of Proportionality and Unit Rate	CCSS.Math.Content.7.RP.A.2d	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
B	1	Proportional Relationships	5	Constant of Proportionality and Unit Rate	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.

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B	1	Proportional Relationships	5	Constant of Proportionality (Unit Rate)	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
B	1	Proportional Relationships	6	Equations and Proportional Relationships 1	CCSS.Math.Content.6.RP.A.3a Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
B	1	Proportional Relationships	6	Equations and Proportional Relationships 1	CCSS.Math.Content.7.RP.A.2a Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	1	Proportional Relationships	6	Equations and Proportional Relationships 1	CCSS.Math.Content.7.RP.A.2c Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Represent proportional relationships by equations.
B	1	Proportional Relationships	6	Equations and Proportional Relationships 1	CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.
B	1	Proportional Relationships	7	Equations and Proportional Relationships 2	CCSS.Math.Content.7.RP.A.2a Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	1	Proportional Relationships	7	Equations and Proportional Relationships 2	CCSS.Math.Content.7.RP.A.2b Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

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B	1	Proportional Relationships	7	Equations and Proportional Relationships 2	CCSS.Math.Content.7 .RP.A.2c	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Represent proportional relationships by equations.
B	1	Proportional Relationships	7	Equations and Proportional Relationships 2	CCSS.Math.Practice. MP8	Look for and express regularity in repeated reasoning.
B	1	Proportional Relationships	8	A Day to Digest	CCSS.Math.Content.7 .RP.A.1	Analyze proportional relationships and use them to solve real-world and mathematical problems. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
B	1	Proportional Relationships	8	A Day to Digest	CCSS.Math.Content.7 .RP.A.2a	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	1	Proportional Relationships	8	A Day to Digest	CCSS.Math.Content.7 .RP.A.2b	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
B	1	Proportional Relationships	8	A Day to Digest	CCSS.Math.Content.7 .RP.A.2c	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Represent proportional relationships by equations.
B	1	Proportional Relationships	8	A Day to Digest	CCSS.Math.Content.7 .RP.A.2d	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.

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B	1	Proportional Relationships	9	Solve a Proportion	CCSS.Math.Content.7.RP.A.2a Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	1	Proportional Relationships	9	Solve a Proportion	CCSS.Math.Content.7.RP.A.2c Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Represent proportional relationships by equations.
B	1	Proportional Relationships	10	Scale Factor	CCSS.Math.Content.7.G.A.1 Draw, construct, and describe geometrical figures and describe the relationships between them. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
B	1	Proportional Relationships	10	Scale Factor	CCSS.Math.Content.7.RP.A.2a Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	1	Proportional Relationships	10	Scale Factor	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
B	1	Proportional Relationships	11	Scale Factor Applications	CCSS.Math.Content.6.RP.A.3 Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
B	1	Proportional Relationships	11	Scale Factor Applications	CCSS.Math.Content.7.G.A.1 Draw, construct, and describe geometrical figures and describe the relationships between them. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
B	1	Proportional Relationships	11	Scale Factor Applications	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
B	1	Proportional Relationships	12	Your Choice	N/A Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.

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B	1	Proportional Relationships	13	Proportional Relationship Applications	CCSS.Math.Content.7.RP.A.2a Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	1	Proportional Relationships	13	Proportional Relationship Applications	CCSS.Math.Content.7.RP.A.2c Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Represent proportional relationships by equations.
B	1	Proportional Relationships	13	Proportional Relationship Applications	CCSS.Math.Content.7.RP.A.3 Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	1	Proportional Relationships	13	Proportional Relationship Applications	CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.
B	1	Proportional Relationships	14	Your Choice	N/A Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	1	Proportional Relationships	15	Unit Review	Multiple All assessed standards covered in this unit
B	1	Proportional Relationships	16	Unit Test	Multiple All assessed standards covered in this unit
B	2	Percents	1	Convert Between Rational Numbers and Percents	CCSS.Math.Content.7.EE.B.3 Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
B	2	Percents	1	Convert Between Rational Numbers and Percents	CCSS.Math.Content.7.NS.A.2d Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

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B	2	Percents	2	Determine the Percent	CCSS.Math.Content.6.RP.A.3c	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
B	2	Percents	2	Determine the Percent	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	2	Percents	3	Determine the Percent in the Real World	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
B	2	Percents	3	Determine the Percent in the Real World	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	2	Percents	4	Percent Increase or Decrease	CCSS.Math.Content.6.RP.A.1	Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
B	2	Percents	4	Percent Increase or Decrease	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	2	Percents	5	Percent Error	CCSS.Math.Content.6.RP.A.3c	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
B	2	Percents	5	Percent Error	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.

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B	2	Percents	6	A Day to Digest	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
B	2	Percents	6	A Day to Digest	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	2	Percents	7	One-Step Percent Application Problems	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	2	Percents	8	Simple Interest	CCSS.Math.Content.6.RP.A.1	Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
B	2	Percents	8	Simple Interest	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	2	Percents	9	Multistep Percent Problems	CCSS.Math.Content.6.RP.A.3c	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
B	2	Percents	9	Multistep Percent Problems	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	2	Percents	10	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	2	Percents	11	Unit Review	Multiple	All assessed standards covered in this unit
B	2	Percents	12	Unit Test	Multiple	All assessed standards covered in this unit
B	3	Two-Dimensional Geometry	1	Triangles	CCSS.Math.Content.5.G.B.4	Classify two-dimensional figures into categories based on their properties. Classify two-dimensional figures in a hierarchy based on properties.

Attachment 28 - ACAD					
B	3	Two-Dimensional Geometry	1	Triangles	CCSS.Math.Content.7.G.A.2 Draw, construct, and describe geometrical figures and describe the relationships between them. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
B	3	Two-Dimensional Geometry	1	Triangles	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
B	3	Two-Dimensional Geometry	2	Construct Two-Dimensional Figures	CCSS.Math.Content.6.G.A.3 Solve real-world and mathematical problems involving area, surface area, and volume. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
B	3	Two-Dimensional Geometry	2	Construct Two-Dimensional Figures	CCSS.Math.Content.7.G.A.2 Draw, construct, and describe geometrical figures and describe the relationships between them. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
B	3	Two-Dimensional Geometry	2	Construct Two-Dimensional Figures	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
B	3	Two-Dimensional Geometry	3	Number of Triangles	CCSS.Math.Content.6.G.A.3 Solve real-world and mathematical problems involving area, surface area, and volume. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
B	3	Two-Dimensional Geometry	3	Number of Triangles	CCSS.Math.Content.7.G.A.2 Draw, construct, and describe geometrical figures and describe the relationships between them. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

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B	3	Two-Dimensional Geometry	4	Angle Pairs	<p>CCSS.Math.Content.7.EE.B.4a</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p>
B	3	Two-Dimensional Geometry	4	Angle Pairs	<p>CCSS.Math.Content.7.G.B.5</p> <p>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p> <p>Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p>
B	3	Two-Dimensional Geometry	5	A Day to Digest	<p>CCSS.Math.Content.7.G.A.2</p> <p>Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p>Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</p>
B	3	Two-Dimensional Geometry	5	A Day to Digest	<p>CCSS.Math.Content.7.G.B.5</p> <p>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p> <p>Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p>
B	3	Two-Dimensional Geometry	6	Circles	<p>CCSS.ELA-Literacy.L.9-10.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
B	3	Two-Dimensional Geometry	6	Circles	<p>CCSS.Math.Content.5.NF.B.4</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p>
B	3	Two-Dimensional Geometry	6	Circles	<p>CCSS.Math.Content.7.G.B.4</p> <p>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p> <p>Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p>

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B	3	Two-Dimensional Geometry	7	Circumference	CCSS.Math.Content.5.NBT.B.6 Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
B	3	Two-Dimensional Geometry	7	Circumference	CCSS.Math.Content.7.EE.A.1 Use properties of operations to generate equivalent expressions. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
B	3	Two-Dimensional Geometry	7	Circumference	CCSS.Math.Content.7.G.B.4 Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
B	3	Two-Dimensional Geometry	8	Circumference and Perimeter Applications	CCSS.Math.Content.6.NS.B.3 Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
B	3	Two-Dimensional Geometry	8	Properties of Volume and Surface Area 1	CCSS.Math.Content.7.G.A.1 Draw, construct, and describe geometrical figures and describe the relationships between them. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
B	3	Two-Dimensional Geometry	8	Circumference and Perimeter Applications	CCSS.Math.Content.7.G.B.4 Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
B	3	Two-Dimensional Geometry	9	Area of a Circle	CCSS.Math.Content.6.G.A.1 Solve real-world and mathematical problems involving area, surface area, and volume. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
B	3	Two-Dimensional Geometry	9	Properties of Volume and Surface Area 2	CCSS.Math.Content.7.G.A.1 Draw, construct, and describe geometrical figures and describe the relationships between them. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

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B	3	Two-Dimensional Geometry	9	Area of a Circle	CCSS.Math.Content.7.G.B.4 Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
B	3	Two-Dimensional Geometry	9	Area of a Circle	CCSS.Math.Content.7.G.B.6 Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
B	3	Two-Dimensional Geometry	10	Area of Partial Circles	CCSS.Math.Content.6.G.A.1 Solve real-world and mathematical problems involving area, surface area, and volume. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
B	3	Two-Dimensional Geometry	10	Area of Partial Circles	CCSS.Math.Content.7.G.B.4 Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
B	3	Two-Dimensional Geometry	11	Area of Composite Figures in the Real World 1	CCSS.Math.Content.6.G.A.1 Solve real-world and mathematical problems involving area, surface area, and volume. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
B	3	Two-Dimensional Geometry	11	Area of Composite Figures in the Real World 1	CCSS.Math.Content.7.G.B.6 Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
B	3	Two-Dimensional Geometry	11	Area of Composite Figures in the Real World 1	CCSS.Math.Practice.MP7 Look for and make use of structure.
B	3	Two-Dimensional Geometry	12	Area of Composite Figures in the Real World 2	CCSS.Math.Content.7.G.B.4 Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
B	3	Two-Dimensional Geometry	12	Area of Composite Figures in the Real World 2	CCSS.Math.Content.7.G.B.6 Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Attachment 28 - ACAD						
B	3	Two-Dimensional Geometry	13	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	3	Two-Dimensional Geometry	14	Unit Review	Multiple	All assessed standards covered in this unit
B	3	Two-Dimensional Geometry	15	Unit Test	Multiple	All assessed standards covered in this unit
B	4	Three-Dimensional Geometry	1	Slice Solids	CCSS.Math.Content.6.G.A.4	Solve real-world and mathematical problems involving area, surface area, and volume. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
B	4	Three-Dimensional Geometry	1	Slice Solids	CCSS.Math.Content.7.G.A.3	Draw, construct, and describe geometrical figures and describe the relationships between them. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
B	4	Three-Dimensional Geometry	1	Slice Solids	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
B	4	Three-Dimensional Geometry	2	Surface Area 1	CCSS.Math.Content.6.G.A.4	Solve real-world and mathematical problems involving area, surface area, and volume. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
B	4	Three-Dimensional Geometry	2	Surface Area 1	CCSS.Math.Content.7.G.B.6	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
B	4	Three-Dimensional Geometry	2	Surface Area 1	CCSS.Math.Content.HSG-SRT.B.5	Prove theorems involving similarity Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
B	4	Three-Dimensional Geometry	2	Surface Area 1	CCSS.Math.Practice.MP7	Look for and make use of structure.
B	4	Three-Dimensional Geometry	3	Surface Area 2	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.

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B	4	Three-Dimensional Geometry	3	Surface Area 2 CCSS.Math.Content.7.G.B.6	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
B	4	Three-Dimensional Geometry	4	Surface Area of Complex Solids CCSS.Math.Content.7.G.B.6	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
B	4	Three-Dimensional Geometry	4	Surface Area of Complex Solids CCSS.Math.Practice.MP7	Look for and make use of structure.
B	4	Three-Dimensional Geometry	5	A Day to Digest CCSS.Math.Content.7.G.B.6	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
B	4	Three-Dimensional Geometry	6	Volume of Right Prisms CCSS.Math.Content.6.G.A.2	Solve real-world and mathematical problems involving area, surface area, and volume. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
B	4	Three-Dimensional Geometry	6	Volume of Right Prisms CCSS.Math.Content.7.G.B.6	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
B	4	Three-Dimensional Geometry	7	Volume of Complex Solids CCSS.Math.Content.6.G.A.2	Solve real-world and mathematical problems involving area, surface area, and volume. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
B	4	Three-Dimensional Geometry	7	Volume of Complex Solids CCSS.Math.Content.7.G.B.6	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

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B	4	Three-Dimensional Geometry	7	Volume of Cylinders	CCSS.Math.Practice.MP7 Look for and make use of structure.
B	4	Three-Dimensional Geometry	8	Properties of Volume and Surface Area 1	CCSS.Math.Content.7.G.B.6 Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
B	4	Three-Dimensional Geometry	8	Properties of Volume and Surface Area 1	CCSS.Math.Content.7.NS.A.2c Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
B	4	Three-Dimensional Geometry	9	Properties of Volume and Surface Area 2	CCSS.Math.Content.7.G.B.6 Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
B	4	Three-Dimensional Geometry	10	Your Choice	N/A Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	4	Three-Dimensional Geometry	11	Unit Review	Multiple All assessed standards covered in this unit
B	4	Three-Dimensional Geometry	12	Unit Test	Multiple All assessed standards covered in this unit
B	5	Statistics	1	Sampling	CCSS.Math.Content.6.SP.A.1 Develop understanding of statistical variability. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
B	5	Statistics	1	Sampling	CCSS.Math.Content.7.SP.A.1 Use random sampling to draw inferences about a population. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
B	5	Statistics	2	Draw Inferences from Samples 1	CCSS.Math.Content.6.SP.B.4 Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
B	5	Statistics	2	Draw Inferences from Samples 1	CCSS.Math.Content.7.SP.A.1 Use random sampling to draw inferences about a population. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

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B	5	Statistics	2	Draw Inferences from Samples 1	CCSS.Math.Content.7.SP.A.2	Use random sampling to draw inferences about a population. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.
B	5	Statistics	3	Draw Inferences from Samples 2	CCSS.Math.Content.6.SP.B.5c	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
B	5	Statistics	3	Draw Inferences from Samples 2	CCSS.Math.Content.7.SP.A.1	Use random sampling to draw inferences about a population. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
B	5	Statistics	3	Draw Inferences from Samples 2	CCSS.Math.Content.7.SP.A.2	Use random sampling to draw inferences about a population. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.
B	5	Statistics	3	Draw Inferences from Samples 2	CCSS.Math.Content.7.SP.B.4	Draw informal comparative inferences about two populations. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
B	5	Statistics	4	A Day to Digest	CCSS.Math.Content.7.SP.A.1	Use random sampling to draw inferences about a population. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
B	5	Statistics	4	A Day to Digest	CCSS.Math.Content.7.SP.A.2	Use random sampling to draw inferences about a population. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.
B	5	Statistics	4	A Day to Digest	CCSS.Math.Content.7.SP.B.4	Draw informal comparative inferences about two populations. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.

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B	5	Statistics	5	Multiple Samples from a Population CCSS.Math.Content.6.SP.A.2	Develop understanding of statistical variability. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
B	5	Statistics	5	Multiple Samples from a Population CCSS.Math.Content.7.SP.A.1	Use random sampling to draw inferences about a population. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
B	5	Statistics	5	Multiple Samples from a Population CCSS.Math.Content.7.SP.A.2	Use random sampling to draw inferences about a population. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.
B	5	Statistics	6	Compare Line Plots CCSS.Math.Content.6.SP.B.4	Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
B	5	Statistics	6	Compare Line Plots CCSS.Math.Content.7.SP.B.3	Draw informal comparative inferences about two populations. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.
B	5	Statistics	6	Compare Line Plots CCSS.Math.Content.7.SP.B.4	Draw informal comparative inferences about two populations. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
B	5	Statistics	6	Compare Line Plots CCSS.Math.Practice.MP5	Use appropriate tools strategically.
B	5	Statistics	7	Use Statistical Measures CCSS.Math.Content.6.SP.B.5c	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
B	5	Statistics	7	Use Statistical Measures CCSS.Math.Content.7.SP.B.3	Draw informal comparative inferences about two populations. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.

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B	5	Statistics	7	Use Statistical Measures	CCSS.Math.Content.7.SP.B.4	Draw informal comparative inferences about two populations. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
B	5	Statistics	8	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	5	Statistics	9	Unit Review	Multiple	All assessed standards covered in this unit
B	5	Statistics	10	Unit Test	Multiple	All assessed standards covered in this unit
B	6	Probability	1	Understand and Determine Simple Probability 1	CCSS.Math.Content.6.RP.A.2	Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.
B	6	Probability	1	Understand and Determine Simple Probability 1	CCSS.Math.Content.7.SP.C.5	Investigate chance processes and develop, use, and evaluate probability models. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $1/2$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
B	6	Probability	1	Understand and Determine Simple Probability 1	CCSS.Math.Content.7.SP.C.7a	Investigate chance processes and develop, use, and evaluate probability models. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.
B	6	Probability	1	Understand and Determine Simple Probability 1	CCSS.Math.Content.7.SP.C.7b	Investigate chance processes and develop, use, and evaluate probability models. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.
B	6	Probability	1	Understand and Determine Simple Probability 1	CCSS.Math.Content.7.SP.C.8b	Investigate chance processes and develop, use, and evaluate probability models. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.

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B	6	Probability	2	Understand and Determine Simple Probability 2	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
B	6	Probability	2	Understand and Determine Simple Probability 2	CCSS.Math.Content.7.SP.C.5	Investigate chance processes and develop, use, and evaluate probability models. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
B	6	Probability	2	Understand and Determine Simple Probability 2	CCSS.Math.Content.7.SP.C.7a	Investigate chance processes and develop, use, and evaluate probability models. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.
B	6	Probability	2	Understand and Determine Simple Probability 2	CCSS.Math.Content.7.SP.C.7b	Investigate chance processes and develop, use, and evaluate probability models. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.
B	6	Probability	2	Understand and Determine Simple Probability 2	CCSS.Math.Content.7.SP.C.8b	Investigate chance processes and develop, use, and evaluate probability models. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.

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B	6	Probability	3	Use Theoretical Probability to Predict	CCSS.Math.Content.6.RP.A.3c	<p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p>Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</p>
B	6	Probability	4	Simple Experimental Probability	CCSS.Math.Content.7.EE.B.3	<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p>
B	6	Probability	4	Simple Experimental Probability	CCSS.Math.Content.7.SP.C.6	<p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.</p>
B	6	Probability	4	Simple Experimental Probability	CCSS.Math.Content.7.SP.C.7a	<p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.</p>
B	6	Probability	4	Simple Experimental Probability	CCSS.Math.Content.7.SP.C.7b	<p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.</p>
B	6	Probability	5	Your Choice	N/A	<p>Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.</p>

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B	6	Probability	6	Simple Probability Models	CCSS.Math.Content.6.RP.A.3a	<p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p>Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p>
B	6	Probability	6	Simple Probability Models	CCSS.Math.Content.7.SP.C.7a	<p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.</p>
B	6	Probability	6	Simple Probability Models	CCSS.Math.Practice.MP4	Model with mathematics.
B	6	Probability	7	Experimental Probability Models	CCSS.Math.Content.6.SP.B.4	<p>Summarize and describe distributions.</p> <p>Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p>
B	6	Probability	7	Experimental Probability Models	CCSS.Math.Content.7.SP.C.6	<p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.</p>
B	6	Probability	7	Experimental Probability Models	CCSS.Math.Content.7.SP.C.7b	<p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.</p>
B	6	Probability	8	Geometric Probability Models	CCSS.Math.Content.7.SP.C.6	<p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.</p>

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B	6	Probability	8	Geometric Probability Models	<p>CCSS.Math.Content.7.SP.C.7a</p> <p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.</p>
B	6	Probability	8	Geometric Probability Models	<p>CCSS.Math.Content.7.SP.C.7b</p> <p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.</p>
B	6	Probability	9	A Day to Digest	<p>CCSS.Math.Content.7.SP.C.6</p> <p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.</p>
B	6	Probability	9	A Day to Digest	<p>CCSS.Math.Content.7.SP.C.7a</p> <p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.</p>
B	6	Probability	9	A Day to Digest	<p>CCSS.Math.Content.7.SP.C.7b</p> <p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.</p>
B	6	Probability	10	Fundamental Counting Principle	<p>CCSS.Math.Content.7.SP.C.7b</p> <p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.</p>

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B	6	Probability	10	Fundamental Counting Principle	<p>CCSS.Math.Content.7.SP.C.8b</p> <p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.</p>
B	6	Probability	11	Compound Probability	<p>CCSS.Math.Content.7.SP.C.7b</p> <p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.</p>
B	6	Probability	11	Compound Probability	<p>CCSS.Math.Content.7.SP.C.8a</p> <p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p>
B	6	Probability	11	Compound Probability	<p>CCSS.Math.Content.7.SP.C.8b</p> <p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.</p>
B	6	Probability	12	Experimental Probability of Compound Events	<p>CCSS.Math.Content.7.SP.A.2</p> <p>Use random sampling to draw inferences about a population.</p> <p>Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.</p>
B	6	Probability	12	Experimental Probability of Compound Events	<p>CCSS.Math.Content.7.SP.C.8a</p> <p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p>

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B	6	Probability	12	Experimental Probability of Compound Events	CCSS.Math.Content.7.SP.C.8c	Investigate chance processes and develop, use, and evaluate probability models. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Design and use a simulation to generate frequencies for compound events.
B	6	Probability	13	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	6	Probability	14	Unit Review	Multiple	All assessed standards covered in this unit
B	6	Probability	15	Unit Test	Multiple	All assessed standards covered in this unit
B	7	Project: Package Deals	1	Research the Costs of Package Deal and Individual Pricing 1	CCSS.Math.Content.7.RP.A.2a	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	7	Project: Package Deals	1	Research the Costs of Package Deal and Individual Pricing 1	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	7	Project: Package Deals	1	Research the Costs of Package Deal and Individual Pricing 1	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	7	Project: Package Deals	1	Research the Costs of Package Deal and Individual Pricing 1	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
B	7	Project: Package Deals	1	Research the Costs of Package Deal and Individual Pricing 1	CCSS.Math.Practice.MP4	Model with mathematics.
B	7	Project: Package Deals	1	Research the Costs of Package Deal and Individual Pricing 1	CCSS.Math.Practice.MP6	Attend to precision.
B	7	Project: Package Deals	2	Research the Costs of Package Deal and Individual Pricing 2	CCSS.Math.Content.7.RP.A.2a	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	7	Project: Package Deals	2	Research the Costs of Package Deal and Individual Pricing 2	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	7	Project: Package Deals	2	Research the Costs of Package Deal and Individual Pricing 2	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.

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B	7	Project: Package Deals	2	Research the Costs of Package Deal and Individual Pricing	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
B	7	Project: Package Deals	2	Research the Costs of Package Deal and Individual Pricing 2	CCSS.Math.Practice.MP4	Model with mathematics.
B	7	Project: Package Deals	2	Research the Costs of Package Deal and Individual Pricing 2	CCSS.Math.Practice.MP6	Attend to precision.
B	7	Project: Package Deals	3	Analyze Your Package Deal 1	CCSS.Math.Content.7.RP.A.2a	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	7	Project: Package Deals	3	Analyze Your Package Deal 1	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	7	Project: Package Deals	3	Analyze Your Package Deal 1	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	7	Project: Package Deals	3	Analyze Your Package Deal 1	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
B	7	Project: Package Deals	3	Analyze Your Package Deal 1	CCSS.Math.Practice.MP4	Model with mathematics.
B	7	Project: Package Deals	3	Analyze Your Package Deal 1	CCSS.Math.Practice.MP6	Attend to precision.
B	7	Project: Package Deals	4	Analyze Your Package Deal 2	CCSS.Math.Content.7.RP.A.2a	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	7	Project: Package Deals	4	Analyze Your Package Deal 2	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	7	Project: Package Deals	4	Analyze Your Package Deal 2	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	7	Project: Package Deals	4	Analyze Your Package Deal 2	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
B	7	Project: Package Deals	4	Analyze Your Package Deal 2	CCSS.Math.Practice.MP4	Model with mathematics.
B	7	Project: Package Deals	4	Analyze Your Package Deal 2	CCSS.Math.Practice.MP6	Attend to precision.

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B	7	Project: Package Deals	5	What Do You Think About Package Deals?	CCSS.Math.Content.7.RP.A.2a Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	7	Project: Package Deals	5	What Do You Think About Package Deals?	CCSS.Math.Content.7.RP.A.3 Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	7	Project: Package Deals	5	What Do You Think About Package Deals?	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
B	7	Project: Package Deals	5	What Do You Think About Package Deals?	CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.
B	7	Project: Package Deals	5	What Do You Think About Package Deals?	CCSS.Math.Practice.MP4 Model with mathematics.
B	7	Project: Package Deals	5	What Do You Think About Package Deals?	CCSS.Math.Practice.MP6 Attend to precision.
B	8	Semester Review and Test	1	Semester B Review	Multiple All assessed standards covered by this point in the course
B	8	Semester Review and Test	2	Semester B Test, Parts 1 and 2	Multiple All assessed standards covered by this point in the course



Common Core State Standards for Mathematics Grade 8
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Compared to MTH08 Summit Math 8



Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Number Properties	1	Exchange Ideas	CCSS.Math.Content.8.EE.A.3	Work with radicals and integer exponents. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.
A	1	Number Properties	1	Exchange Ideas	CCSS.Math.Content.8.EE.A.4	Work with radicals and integer exponents. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
A	1	Number Properties	1	Exchange Ideas	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
A	1	Number Properties	2	Expressions	CCSS.Math.Content.6.EE.A.2b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
A	1	Number Properties	2	Expressions	CCSS.Math.Content.7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	1	Number Properties	2	Expressions	CCSS.Math.Content.7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers.
A	1	Number Properties	2	Expressions	CCSS.Math.Content.8.EE.A.1	Work with radicals and integer exponents. Know and apply the properties of integer exponents to generate equivalent numerical expressions.
A	1	Number Properties	2	Expressions	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
A	1	Number Properties	3	Distributive Property	CCSS.Math.Content.7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	1	Number Properties	3	Distributive Property	CCSS.Math.Content.8.EE.C.7b	Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	1	Number Properties	4	Your Choice	N/A	Students may use today's lesson time to: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test. • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit. • Prepare for their state standardized test. • Go on to the next lesson.
A	1	Number Properties	5	Positive and Zero Exponents	CCSS.Math.Content.6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.

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A	1	Number Properties	5	Positive and Zero Exponents	CCSS.Math.Content.8.EE.A.1	Work with radicals and integer exponents. Know and apply the properties of integer exponents to generate equivalent numerical expressions.
A	1	Number Properties	6	Negative Exponents	CCSS.Math.Content.8.EE.A.1	Work with radicals and integer exponents. Know and apply the properties of integer exponents to generate equivalent numerical expressions.
A	1	Number Properties	7	Work with Exponents	CCSS.Math.Content.8.EE.A.1	Work with radicals and integer exponents. Know and apply the properties of integer exponents to generate equivalent numerical expressions.
A	1	Number Properties	8	Scientific Notation	CCSS.Math.Content.8.EE.A.3	Work with radicals and integer exponents. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.
A	1	Number Properties	8	Scientific Notation	CCSS.Math.Content.8.EE.A.4	Work with radicals and integer exponents. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
A	1	Number Properties	9	Your Choice	N/A	Students may use today's lesson time to: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test. • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit. • Prepare for their state standardized test. • Go on to the next lesson.
A	1	Number Properties	10	Add and Subtract in Scientific Notation	CCSS.Math.Content.8.EE.A.1	Work with radicals and integer exponents. Know and apply the properties of integer exponents to generate equivalent numerical expressions.
A	1	Number Properties	10	Add and Subtract in Scientific Notation	CCSS.Math.Content.8.EE.A.3	Work with radicals and integer exponents. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.
A	1	Number Properties	10	Add and Subtract in Scientific Notation	CCSS.Math.Content.8.EE.A.4	Work with radicals and integer exponents. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

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A	1	Number Properties	11	Multiply and Divide in Scientific Notation	CCSS.Math.Content.8.EE.A.3 Work with radicals and integer exponents. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.
A	1	Number Properties	11	Multiply and Divide in Scientific Notation	CCSS.Math.Content.8.EE.A.4 Work with radicals and integer exponents. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
A	1	Number Properties	12	Problem Solving with Scientific Notation	CCSS.Math.Content.8.EE.A.3 Work with radicals and integer exponents. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.
A	1	Number Properties	12	Problem Solving with Scientific Notation	CCSS.Math.Content.8.EE.A.4 Work with radicals and integer exponents. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
A	1	Number Properties	13	Unit Review	N/A Students may use this lesson time to prepare for the Unit Test. Students may: <ul style="list-style-type: none"> • Revisit Review activities located before each quiz in the unit. • Look at the Summary activities in each lesson. • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand.
A	1	Number Properties	14	Unit Test	Multiple All assessed standards covered in this unit
A	1	Number Properties	15	Extended Problems	CCSS.Math.Content.8.EE.A.1 Work with radicals and integer exponents. Know and apply the properties of integer exponents to generate equivalent numerical expressions.
A	1	Number Properties	15	Extended Problems	CCSS.Math.Content.8.EE.A.3 Work with radicals and integer exponents. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.
A	1	Number Properties	15	Extended Problems	CCSS.Math.Content.8.EE.A.4 Work with radicals and integer exponents. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

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A	1	Number Properties	15	Extended Problems	CCSS.Math.Content.8.EE.C.7b	Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	2	Equations	1	Exchange Ideas	CCSS.Math.Content.8.EE.C.7b	Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	2	Equations	1	Exchange Ideas	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
A	2	Equations	2	Addition and Subtraction Equations	CCSS.Math.Content.7.EE.B.4a	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	2	Equations	2	Addition and Subtraction Equations	CCSS.Math.Content.8.EE.C.7a	Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
A	2	Equations	2	Addition and Subtraction Equations	CCSS.Math.Content.8.EE.C.7b	Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	2	Equations	3	Simplify Before Adding or Subtracting	CCSS.Math.Content.8.EE.C.7b	Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	2	Equations	4	Multiplication and Division Equations	CCSS.Math.Content.6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.

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A	2	Equations	4	Multiplication and Division Equations	CCSS.Math.Content.7.EE.B.4a Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	2	Equations	4	Multiplication and Division Equations	CCSS.Math.Content.8.EE.C.7b Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	2	Equations	5	Simplify Before Multiplying or Dividing	CCSS.Math.Content.8.EE.C.7b Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	2	Equations	6	Your Choice	N/A Students may use today's lesson time to: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test. • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit. • Prepare for their state standardized test. • Go on to the next lesson.
A	2	Equations	7	Multiple Transformations	CCSS.Math.Content.7.EE.B.4a Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	2	Equations	7	Multiple Transformations	CCSS.Math.Content.7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.
A	2	Equations	7	Multiple Transformations	CCSS.Math.Content.8.EE.C.7b Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

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A	2	Equations	8	Simplify Before Multiple Transformations	CCSS.Math.Content.8.EE.C.7a	Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
A	2	Equations	8	Simplify Before Multiple Transformations	CCSS.Math.Content.8.EE.C.7b	Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	2	Equations	9	Your Choice	N/A	Students may use today's lesson time to: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test. • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit. • Prepare for their state standardized test. • Go on to the next lesson.
A	2	Equations	10	Variables on Both Sides of an Equation	CCSS.Math.Content.6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
A	2	Equations	10	Variables on Both Sides of an Equation	CCSS.Math.Content.7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	2	Equations	10	Variables on Both Sides of an Equation	CCSS.Math.Content.8.EE.C.7a	Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
A	2	Equations	10	Variables on Both Sides of an Equation	CCSS.Math.Content.8.EE.C.7b	Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

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A	2	Equations	11	Strange Solutions	CCSS.Math.Content.8.EE.C.7a Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
A	2	Equations	11	Strange Solutions	CCSS.Math.Content.8.EE.C.7b Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	2	Equations	12	Solve Problems with Equations	CCSS.Math.Content.7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.
A	2	Equations	12	Solve Problems with Equations	CCSS.Math.Content.8.EE.C.7b Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	2	Equations	13	Unit Review	N/A Students may use this lesson time to prepare for the Unit Test. Students may: <ul style="list-style-type: none"> • Revisit Review activities located before each quiz in the unit. • Look at the Summary activities in each lesson. • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand.
A	2	Equations	14	Unit Test	Multiple All assessed standards covered in this unit
A	2	Equations	15	Extended Problems	CCSS.Math.Content.7.EE.B.4a Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	2	Equations	15	Extended Problems	CCSS.Math.Content.8.EE.C.7b Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

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A	3	Slope	1	Exchange Ideas CCSS.Math.Content.8.EE.B.5	Understand the connections between proportional relationships, lines, and linear equations. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.
A	3	Slope	1	Exchange Ideas CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
A	3	Slope	2	Equations in Two Variables CCSS.Math.Content.7.EE.B.4a	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	3	Slope	2	Equations in Two Variables CCSS.Math.Content.8.EE.B.6	Understand the connections between proportional relationships, lines, and linear equations. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
A	3	Slope	3	Lines and Intercepts CCSS.Math.Content.8.EE.B.6	Understand the connections between proportional relationships, lines, and linear equations. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
A	3	Slope	3	Lines and Intercepts CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
A	3	Slope	3	Lines and Intercepts CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
A	3	Slope	3	Lines and Intercepts CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
A	3	Slope	4	Proportional Relationships CCSS.Math.Content.7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
A	3	Slope	4	Proportional Relationships CCSS.Math.Content.7.RP.A.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
A	3	Slope	4	Proportional Relationships CCSS.Math.Content.8.EE.B.5	Understand the connections between proportional relationships, lines, and linear equations. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.
A	3	Slope	4	Proportional Relationships CCSS.Math.Content.8.EE.B.6	Understand the connections between proportional relationships, lines, and linear equations. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .

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A	3	Slope	4	Proportional Relationships	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
A	3	Slope	4	Proportional Relationships	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
A	3	Slope	4	Proportional Relationships	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
A	3	Slope	5	Slope	CCSS.Math.Content.6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
A	3	Slope	5	Slope	CCSS.Math.Content.8.EE.B.6	Understand the connections between proportional relationships, lines, and linear equations. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
A	3	Slope	5	Slope	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
A	3	Slope	5	Slope	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
A	3	Slope	5	Slope	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
A	3	Slope	6	Your Choice	N/A	Students may use today's lesson time to: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test. • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit. • Prepare for their state standardized test. • Go on to the next lesson.
A	3	Slope	7	Simple Linear Graphs	CCSS.Math.Content.7.EE.B.4a	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	3	Slope	7	Simple Linear Graphs	CCSS.Math.Content.8.EE.B.5	Understand the connections between proportional relationships, lines, and linear equations. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.
A	3	Slope	7	Simple Linear Graphs	CCSS.Math.Content.8.EE.B.6	Understand the connections between proportional relationships, lines, and linear equations. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
A	3	Slope	7	Simple Linear Graphs	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
A	3	Slope	7	Simple Linear Graphs	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.

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A	3	Slope	7	Simple Linear Equations	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
A	3	Slope	8	Slope-Intercept Form	CCSS.Math.Content.8.EE.B.6	Understand the connections between proportional relationships, lines, and linear equations. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
A	3	Slope	8	Slope-Intercept Form	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
A	3	Slope	8	Slope-Intercept Form	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
A	3	Slope	8	Slope-Intercept Form	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
A	3	Slope	9	Convert Equations to Slope-Intercept Form	CCSS.Math.Content.8.EE.B.6	Understand the connections between proportional relationships, lines, and linear equations. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
A	3	Slope	10	Use Slope as a Rate	CCSS.Math.Content.7.RP.A.2d	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
A	3	Slope	10	Use Slope as a Rate	CCSS.Math.Content.8.EE.B.5	Understand the connections between proportional relationships, lines, and linear equations. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.
A	3	Slope	10	Use Slope as a Rate	CCSS.Math.Content.8.EE.B.6	Understand the connections between proportional relationships, lines, and linear equations. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
A	3	Slope	11	Compare Relationships	CCSS.Math.Content.8.EE.B.5	Understand the connections between proportional relationships, lines, and linear equations. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.
A	3	Slope	11	Compare Relationships	CCSS.Math.Content.8.F.A.2	Define, evaluate, and compare functions. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

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A	3	Slope	12	Unit Review	N/A	<p>Students may use this lesson time to prepare for the Unit Test. Students may:</p> <ul style="list-style-type: none"> Revisit Review activities located before each quiz in the unit. Look at the Summary activities in each lesson. Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems they did not fully understand.
A	3	Slope	13	Unit Test	Multiple	All assessed standards covered in this unit
A	3	Slope	14	Extended Problems	CCSS.Math.Content.8.EE.B.5	<p>Understand the connections between proportional relationships, lines, and linear equations.</p> <p>Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.</p>
A	3	Slope	14	Extended Problems	CCSS.Math.Content.8.EE.B.6	<p>Understand the connections between proportional relationships, lines, and linear equations.</p> <p>Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.</p>
A	3	Slope	14	Extended Problems	CCSS.Math.Content.8.F.A.2	<p>Define, evaluate, and compare functions.</p> <p>Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p>
A	4	Lines	1	Exchange Ideas	CCSS.Math.Content.8.F.B.4	<p>Use functions to model relationships between quantities.</p> <p>Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p>
A	4	Lines	2	Point-Slope Form	CCSS.Math.Content.8.EE.B.6	<p>Understand the connections between proportional relationships, lines, and linear equations.</p> <p>Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.</p>
A	4	Lines	2	Point-Slope Form	CCSS.Math.Content.8.F.B.4	<p>Use functions to model relationships between quantities.</p> <p>Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p>
A	4	Lines	2	Point-Slope Form	CCSS.Math.Practice.MP4	Model with mathematics.

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A	4	Lines	3	Equations from Graphs	CCSS.Math.Content.8.F.B.4	Use functions to model relationships between quantities. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
A	4	Lines	3	Equations from Graphs	CCSS.Math.Practice.MP4	Model with mathematics.
A	4	Lines	4	Your Choice	N/A	Students may use today's lesson time to: <ul style="list-style-type: none"> • <input type="checkbox"/> Complete work in progress. • <input type="checkbox"/> Review prior lessons in the unit to prepare for the Unit Test. • <input type="checkbox"/> Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit. • <input type="checkbox"/> Prepare for their state standardized test. • <input type="checkbox"/> Go on to the next lesson.
A	4	Lines	5	Convert Forms of Lines	CCSS.Math.Content.8.F.B.4	Use functions to model relationships between quantities. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
A	4	Lines	5	Convert Forms of Lines	CCSS.Math.Practice.MP4	Model with mathematics.
A	4	Lines	6	Representations of Linear Models	CCSS.Math.Content.8.EE.B.6	Understand the connections between proportional relationships, lines, and linear equations. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.
A	4	Lines	6	Representations of Linear Models	CCSS.Math.Content.8.F.B.4	Use functions to model relationships between quantities. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
A	4	Lines	6	Representations of Linear Models	CCSS.Math.Practice.MP4	Model with mathematics.
A	4	Lines	7	Sketch Lines	CCSS.Math.Content.8.EE.B.5	Understand the connections between proportional relationships, lines, and linear equations. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.

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A	4	Lines	7	Sketch Lines	CCSS.Math.Content.8.F.B.5	Use functions to model relationships between quantities. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
A	4	Lines	8	Unit Review	N/A	Students may use this lesson time to prepare for the Unit Test. Students may: <ul style="list-style-type: none"> • Revisit Review activities located before each quiz in the unit. • Look at the Summary activities in each lesson. • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand.
A	4	Lines	9	Unit Test	Multiple	All assessed standards covered in this unit
A	4	Lines	10	Extended Problems	CCSS.Math.Content.8.F.B.4	Use functions to model relationships between quantities. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
A	4	Lines	10	Extended Problems	CCSS.Math.Content.8.F.B.5	Use functions to model relationships between quantities. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
A	5	Systems of Equations	1	Exchange Ideas	CCSS.Math.Content.8.EE.C.8b	Analyze and solve linear equations and pairs of simultaneous linear equations. Analyze and solve pairs of simultaneous linear equations. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.
A	5	Systems of Equations	1	Exchange Ideas	CCSS.Math.Content.8.EE.C.8c	Analyze and solve linear equations and pairs of simultaneous linear equations. Analyze and solve pairs of simultaneous linear equations. Solve real-world and mathematical problems leading to two linear equations in two variables.
A	5	Systems of Equations	2	Systems of Linear Equations	CCSS.Math.Content.8.EE.B.6	Understand the connections between proportional relationships, lines, and linear equations. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.

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A	5	Systems of Equations	2	Systems of Linear Equations	CCSS.Math.Content.8.EE.C.8a	Analyze and solve linear equations and pairs of simultaneous linear equations. Analyze and solve pairs of simultaneous linear equations. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
A	5	Systems of Equations	3	Use Graphs to Solve Systems	CCSS.Math.Content.8.EE.B.6	Understand the connections between proportional relationships, lines, and linear equations. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
A	5	Systems of Equations	3	Use Graphs to Solve Systems	CCSS.Math.Content.8.EE.C.8a	Analyze and solve linear equations and pairs of simultaneous linear equations. Analyze and solve pairs of simultaneous linear equations. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
A	5	Systems of Equations	3	Use Graphs to Solve Systems	CCSS.Math.Content.8.EE.C.8b	Analyze and solve linear equations and pairs of simultaneous linear equations. Analyze and solve pairs of simultaneous linear equations. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.
A	5	Systems of Equations	3	Use Graphs to Solve Systems	CCSS.Math.Content.8.EE.C.8c	Analyze and solve linear equations and pairs of simultaneous linear equations. Analyze and solve pairs of simultaneous linear equations. Solve real-world and mathematical problems leading to two linear equations in two variables.
A	5	Systems of Equations	3	Use Graphs to Solve Systems	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
A	5	Systems of Equations	4	Classify Systems	CCSS.Math.Content.8.EE.C.8a	Analyze and solve linear equations and pairs of simultaneous linear equations. Analyze and solve pairs of simultaneous linear equations. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

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A	5	Systems of Equations	4	Classify Systems	CCSS.Math.Content.8.EE.C.8b	Analyze and solve linear equations and pairs of simultaneous linear equations. Analyze and solve pairs of simultaneous linear equations. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.
A	5	Systems of Equations	4	Classify Systems	CCSS.Math.Content.8.EE.C.8c	Analyze and solve linear equations and pairs of simultaneous linear equations. Analyze and solve pairs of simultaneous linear equations. Solve real-world and mathematical problems leading to two linear equations in two variables.
A	5	Systems of Equations	4	Classify Systems	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
A	5	Systems of Equations	5	Your Choice	N/A	Students may use today's lesson time to: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test. • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit. • Prepare for their state standardized test. • Go on to the next lesson.
A	5	Systems of Equations	6	Substitution and Elimination Methods	CCSS.Math.Content.8.EE.C.7b	Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	5	Systems of Equations	6	Substitution and Elimination Methods	CCSS.Math.Content.8.EE.C.8b	Analyze and solve linear equations and pairs of simultaneous linear equations. Analyze and solve pairs of simultaneous linear equations. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.
A	5	Systems of Equations	6	Substitution and Elimination Methods	CCSS.Math.Content.8.EE.C.8c	Analyze and solve linear equations and pairs of simultaneous linear equations. Analyze and solve pairs of simultaneous linear equations. Solve real-world and mathematical problems leading to two linear equations in two variables.
A	5	Systems of Equations	6	Substitution and Elimination Methods	CCSS.Math.Practice.MP5	Use appropriate tools strategically.

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A	5	Systems of Equations	7	Applications: Systems of Linear Equations	CCSS.Math.Content.8.EE.C.8b Analyze and solve linear equations and pairs of simultaneous linear equations. Analyze and solve pairs of simultaneous linear equations. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.
A	5	Systems of Equations	7	Applications: Systems of Linear Equations	CCSS.Math.Content.8.EE.C.8c Analyze and solve linear equations and pairs of simultaneous linear equations. Analyze and solve pairs of simultaneous linear equations. Solve real-world and mathematical problems leading to two linear equations in two variables.
A	5	Systems of Equations	7	Applications: Systems of Linear Equations	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
A	5	Systems of Equations	8	Your Choice	N/A Students may use today's lesson time to: <ul style="list-style-type: none">• Complete work in progress.• Review prior lessons in the unit to prepare for the Unit Test.• Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit.• Prepare for their state standardized test.• Go on to the next lesson.
A	5	Systems of Equations	9	Mixture Problems	CCSS.Math.Content.8.EE.C.8b Analyze and solve linear equations and pairs of simultaneous linear equations. Analyze and solve pairs of simultaneous linear equations. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.
A	5	Systems of Equations	9	Mixture Problems	CCSS.Math.Content.8.EE.C.8c Analyze and solve linear equations and pairs of simultaneous linear equations. Analyze and solve pairs of simultaneous linear equations. Solve real-world and mathematical problems leading to two linear equations in two variables.
A	5	Systems of Equations	9	Mixture Problems	CCSS.Math.Practice.MP5 Use appropriate tools strategically.
A	5	Systems of Equations	10	Unit Review	N/A Students may use this lesson time to prepare for the Unit Test. Students may: <ul style="list-style-type: none">• Revisit Review activities located before each quiz in the unit.• Look at the Summary activities in each lesson.• Read through the Reference Guide pages linked in each lesson.• Ask for help on any Practice problems they did not fully understand.
A	5	Systems of Equations	11	Unit Test	Multiple All assessed standards covered in this unit

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A	5	Systems of Equations	12	Extended Problems	CCSS.Math.Content.8.EE.C.8a	Analyze and solve linear equations and pairs of simultaneous linear equations. Analyze and solve pairs of simultaneous linear equations. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
A	5	Systems of Equations	12	Extended Problems	CCSS.Math.Content.8.EE.C.8b	Analyze and solve linear equations and pairs of simultaneous linear equations. Analyze and solve pairs of simultaneous linear equations. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.
A	5	Systems of Equations	12	Extended Problems	CCSS.Math.Content.8.EE.C.8c	Analyze and solve linear equations and pairs of simultaneous linear equations. Analyze and solve pairs of simultaneous linear equations. Solve real-world and mathematical problems leading to two linear equations in two variables.
A	6	Functions	1	Exchange Ideas	CCSS.Math.Content.8.F.A.1	Define, evaluate, and compare functions. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
A	6	Functions	2	Relations	CCSS.Math.Content.8.F.A.1	Define, evaluate, and compare functions. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
A	6	Functions	2	Relations	CCSS.Math.Content.8.F.B.4	Use functions to model relationships between quantities. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
A	6	Functions	2	Relations	CCSS.Math.Content.HSF-IF.A.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.
A	6	Functions	2	Relations	CCSS.Math.Practice.MP4	Model with mathematics.
A	6	Functions	3	Functions	CCSS.Math.Content.8.F.A.1	Define, evaluate, and compare functions. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

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A	6	Functions	3	Functions CCSS.Math.Content.8.F.A.2	Define, evaluate, and compare functions. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
A	6	Functions	3	Functions CCSS.Math.Practice.MP4	Model with mathematics.
A	6	Functions	4	Your Choice N/A	Students may use today's lesson time to: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test. • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit. • Prepare for their state standardized test. • Go on to the next lesson.
A	6	Functions	5	Function Equations CCSS.Math.Content.8.F.A.1	Define, evaluate, and compare functions. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
A	6	Functions	5	Function Equations CCSS.Math.Content.8.F.A.2	Define, evaluate, and compare functions. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
A	6	Functions	5	Function Equations CCSS.Math.Content.8.F.B.4	Use functions to model relationships between quantities. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
A	6	Functions	5	Function Equations CCSS.Math.Content.HSF-IF.A.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.
A	6	Functions	5	Function Equations CCSS.Math.Practice.MP4	Model with mathematics.
A	6	Functions	6	Linear Function Equations and Rate of Change CCSS.Math.Content.8.EE.B.6	Understand the connections between proportional relationships, lines, and linear equations. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.
A	6	Functions	6	Linear Function Equations and Rate of Change CCSS.Math.Content.8.F.A.3	Define, evaluate, and compare functions. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

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A	6	Functions	6	Linear Function Equations and Rate of Change CCSS.Math.Content.8.F.B.4	Use functions to model relationships between quantities. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
A	6	Functions	6	Linear Function Equations and Rate of Change CCSS.Math.Practice.MP4	Model with mathematics.
A	6	Functions	7	Interpret Linear Function Equations CCSS.Math.Content.8.F.B.4	Use functions to model relationships between quantities. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
A	6	Functions	7	Interpret Linear Function Equations CCSS.Math.Practice.MP4	Model with mathematics.
A	6	Functions	8	Identify Linear Models CCSS.Math.Content.7.RP.A.2a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
A	6	Functions	8	Identify Linear Models CCSS.Math.Content.8.F.A.3	Define, evaluate, and compare functions. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.
A	6	Functions	8	Identify Linear Models CCSS.Math.Content.8.SP.A.2	Investigate patterns of association in bivariate data. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
A	6	Functions	8	Identify Linear Models CCSS.Math.Practice.MP4	Model with mathematics.
A	6	Functions	9	Function Representations CCSS.Math.Content.8.F.A.2	Define, evaluate, and compare functions. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
A	6	Functions	9	Function Representations CCSS.Math.Content.8.F.B.4	Use functions to model relationships between quantities. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

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A	6	Functions	10	Your Choice	N/A	Students may use today's lesson time to: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test. • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit. • Prepare for their state standardized test. • Go on to the next lesson.
A	6	Functions	11	Describe Functions	CCSS.Math.Content.8.F.A.3	Define, evaluate, and compare functions. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.
A	6	Functions	11	Describe Functions	CCSS.Math.Content.8.F.B.4	Use functions to model relationships between quantities. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
A	6	Functions	11	Describe Functions	CCSS.Math.Content.8.F.B.5	Use functions to model relationships between quantities. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
A	6	Functions	12	Function Stories	CCSS.Math.Content.8.F.B.5	Use functions to model relationships between quantities. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
A	6	Functions	13	Sketch Function Graphs	CCSS.Math.Content.8.F.A.1	Define, evaluate, and compare functions. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
A	6	Functions	13	Sketch Function Graphs	CCSS.Math.Content.8.F.B.5	Use functions to model relationships between quantities. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
A	6	Functions	14	Unit Review	N/A	Students may use this lesson time to prepare for the Unit Test. Students may: <ul style="list-style-type: none"> • Revisit Review activities located before each quiz in the unit. • Look at the Summary activities in each lesson. • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand.
A	6	Functions	15	Unit Test	Multiple	All assessed standards covered in this unit

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A	6	Functions	16	Extended Problems	CCSS.Math.Content.8.F.A.1 Define, evaluate, and compare functions. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
A	6	Functions	16	Extended Problems	CCSS.Math.Content.8.F.A.3 Define, evaluate, and compare functions. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.
A	6	Functions	16	Extended Problems	CCSS.Math.Content.8.F.B.4 Use functions to model relationships between quantities. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
A	7	Math 8 Semester A Assessments	1	Your Choice	N/A Students may use today's lesson time to: <ul style="list-style-type: none">• Complete work in progress.• Review prior lessons in the unit to prepare for the Unit Test.• Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit.• Prepare for their state standardized test.• Go on to the next lesson.
A	7	Math 8 Semester A Assessments	2	Semester A Test, Parts 1 and 2	Multiple All assessed standards covered by this point in the course
B	1	Linear Models	1	Exchange Ideas	CCSS.Math.Content.8.SP.A.1 Investigate patterns of association in bivariate data. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
B	1	Linear Models	1	Exchange Ideas	CCSS.Math.Content.8.SP.A.2 Investigate patterns of association in bivariate data. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
B	1	Linear Models	2	Patterns in Two-Way Tables	CCSS.Math.Content.6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.
B	1	Linear Models	2	Patterns in Two-Way Tables	CCSS.Math.Content.8.SP.A.4 Investigate patterns of association in bivariate data. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.
B	1	Linear Models	2	Patterns in Two-Way Tables	CCSS.Math.Practice.MP4 Model with mathematics.

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B	1	Linear Models	3	Scatter Plots	CCSS.Math.Content.8.F.A.3	Define, evaluate, and compare functions. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.
B	1	Linear Models	3	Scatter Plots	CCSS.Math.Content.8.SP.A.1	Investigate patterns of association in bivariate data. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
B	1	Linear Models	3	Scatter Plots	CCSS.Math.Practice.MP7	Look for and make use of structure.
B	1	Linear Models	4	Clusters and Outliers	CCSS.Math.Content.8.SP.A.1	Investigate patterns of association in bivariate data. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
B	1	Linear Models	4	Clusters and Outliers	CCSS.Math.Practice.MP7	Look for and make use of structure.
B	1	Linear Models	5	Associations in Scatter Plots	CCSS.Math.Content.8.NS.A.2	Know that there are numbers that are not rational, and approximate them by rational numbers. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).
B	1	Linear Models	5	Associations in Scatter Plots	CCSS.Math.Content.8.SP.A.1	Investigate patterns of association in bivariate data. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
B	1	Linear Models	5	Associations in Scatter Plots	CCSS.Math.Content.8.SP.A.2	Investigate patterns of association in bivariate data. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
B	1	Linear Models	5	Associations in Scatter Plots	CCSS.Math.Content.8.SP.A.3	Investigate patterns of association in bivariate data. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.
B	1	Linear Models	5	Associations in Scatter Plots	CCSS.Math.Practice.MP7	Look for and make use of structure.
B	1	Linear Models	6	Lines of Best Fit	CCSS.Math.Content.8.SP.A.1	Investigate patterns of association in bivariate data. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

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B	1	Linear Models	6	Lines of Best Fit	CCSS.Math.Content.8.SP.A.2	Investigate patterns of association in bivariate data. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
B	1	Linear Models	6	Lines of Best Fit	CCSS.Math.Content.8.SP.A.3	Investigate patterns of association in bivariate data. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.
B	1	Linear Models	6	Lines of Best Fit	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
B	1	Linear Models	6	Lines of Best Fit	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	1	Linear Models	7	Interpret Slopes and Intercepts	CCSS.Math.Content.8.SP.A.2	Investigate patterns of association in bivariate data. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
B	1	Linear Models	7	Interpret Slopes and Intercepts	CCSS.Math.Content.8.SP.A.3	Investigate patterns of association in bivariate data. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.
B	1	Linear Models	7	Interpret Slopes and Intercepts	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
B	1	Linear Models	7	Interpret Slopes and Intercepts	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	1	Linear Models	8	Unit Review	N/A	Students may use this lesson time to prepare for the Unit Test. Students may: <ul style="list-style-type: none"> Revisit Review activities located before each quiz in the unit. Look at the Summary activities in each lesson. Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems they did not fully understand.
B	1	Linear Models	9	Unit Test	Multiple	All assessed standards covered in this unit
B	1	Linear Models	10	Extended Problems	CCSS.Math.Content.8.SP.A.1	Investigate patterns of association in bivariate data. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
B	1	Linear Models	10	Extended Problems	CCSS.Math.Content.8.SP.A.2	Investigate patterns of association in bivariate data. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
B	1	Linear Models	10	Extended Problems	CCSS.Math.Content.8.SP.A.3	Investigate patterns of association in bivariate data. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.

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B	1	Linear Models	10	Extended Problems	CCSS.Math.Content.8.SP.A.4	Investigate patterns of association in bivariate data. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.
B	2	Basic Geometric Shapes	1	Exchange Ideas	CCSS.Math.Content.8.G.A.5	Understand congruence and similarity using physical models, transparencies, or geometry software. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
B	2	Basic Geometric Shapes	2	Pairs of Angles	CCSS.Math.Content.7.G.B.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
B	2	Basic Geometric Shapes	2	Pairs of Angles	CCSS.Math.Content.8.EE.C.7b	Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
B	2	Basic Geometric Shapes	2	Pairs of Angles	CCSS.Math.Content.8.G.A.5	Understand congruence and similarity using physical models, transparencies, or geometry software. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
B	2	Basic Geometric Shapes	3	Complementary and Supplementary Angles	CCSS.Math.Content.8.EE.C.7b	Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
B	2	Basic Geometric Shapes	3	Complementary and Supplementary Angles	CCSS.Math.Content.8.G.A.5	Understand congruence and similarity using physical models, transparencies, or geometry software. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
B	2	Basic Geometric Shapes	4	Two Lines and Transversals	CCSS.Math.Content.7.G.B.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

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B	2	Basic Geometric Shapes	4	Two Lines and Transversals	CCSS.Math.Content.8.G.A.5 Understand congruence and similarity using physical models, transparencies, or geometry software. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
B	2	Basic Geometric Shapes	5	Parallel Lines and Transversals	CCSS.Math.Content.8.G.A.5 Understand congruence and similarity using physical models, transparencies, or geometry software. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
B	2	Basic Geometric Shapes	6	Your Choice	N/A Students may use today's lesson time to: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test. • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit. • Prepare for their state standardized test. • Go on to the next lesson.
B	2	Basic Geometric Shapes	7	Triangles	CCSS.Math.Content.7.G.A.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
B	2	Basic Geometric Shapes	7	Triangles	CCSS.Math.Content.8.EE.C.7b Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
B	2	Basic Geometric Shapes	7	Triangles	CCSS.Math.Content.8.G.A.5 Understand congruence and similarity using physical models, transparencies, or geometry software. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
B	2	Basic Geometric Shapes	8	Angles of a Triangle	CCSS.Math.Content.8.G.A.5 Understand congruence and similarity using physical models, transparencies, or geometry software. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.

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B	2	Basic Geometric Shapes	9	Exterior Angles of a Triangle	CCSS.Math.Content.8.EE.C.7b	Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
B	2	Basic Geometric Shapes	9	Exterior Angles of a Triangle	CCSS.Math.Content.8.G.A.5	Understand congruence and similarity using physical models, transparencies, or geometry software. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
B	2	Basic Geometric Shapes	10	Polygons	CCSS.Math.Content.6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
B	2	Basic Geometric Shapes	10	Polygons	CCSS.Math.Content.8.EE.C.7b	Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
B	2	Basic Geometric Shapes	10	Polygons	CCSS.Math.Content.8.G.A.5	Understand congruence and similarity using physical models, transparencies, or geometry software. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
B	2	Basic Geometric Shapes	11	Unit Review	N/A	Students may use this lesson time to prepare for the Unit Test. Students may: <ul style="list-style-type: none"> • Revisit Review activities located before each quiz in the unit. • Look at the Summary activities in each lesson. • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand.
B	2	Basic Geometric Shapes	12	Unit Test	Multiple	All assessed standards covered in this unit
B	2	Basic Geometric Shapes	13	Extended Problems	CCSS.Math.Content.8.EE.C.7b	Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

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B	2	Basic Geometric Shapes	13	Extended Problems	CCSS.Math.Content.8.G.A.5 Understand congruence and similarity using physical models, transparencies, or geometry software. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
B	3	Volume	1	Exchange Ideas	CCSS.Math.Content.8.G.C.9 Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
B	3	Volume	2	Volumes of Cylinders	CCSS.Math.Content.8.EE.A.1 Work with radicals and integer exponents. Know and apply the properties of integer exponents to generate equivalent numerical expressions.
B	3	Volume	2	Volumes of Cylinders	CCSS.Math.Content.8.G.C.9 Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
B	3	Volume	2	Volumes of Cylinders	CCSS.Math.Practice.MP6 Attend to precision.
B	3	Volume	3	Applications of Cylinders	CCSS.Math.Content.8.G.C.9 Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
B	3	Volume	3	Applications of Cylinders	CCSS.Math.Practice.MP6 Attend to precision.
B	3	Volume	4	Volume of Cones	CCSS.Math.Content.8.G.C.9 Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
B	3	Volume	4	Volume of Cones	CCSS.Math.Practice.MP6 Attend to precision.
B	3	Volume	5	Applications of Cones	CCSS.Math.Content.8.G.C.9 Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
B	3	Volume	5	Applications of Cones	CCSS.Math.Practice.MP6 Attend to precision.
B	3	Volume	6	Volume of Spheres	CCSS.Math.Content.8.G.C.9 Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
B	3	Volume	6	Volume of Spheres	CCSS.Math.Practice.MP6 Attend to precision.

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B	3	Volume	7	Applications of Spheres	CCSS.Math.Content.8.G.C.9 Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
B	3	Volume	7	Applications of Spheres	CCSS.Math.Practice.MP6 Attend to precision.
B	3	Volume	8	Volumes of Composite Figures	CCSS.Math.Content.6.G.A.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
B	3	Volume	8	Volumes of Composite Figures	CCSS.Math.Content.8.G.C.9 Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
B	3	Volume	8	Volumes of Composite Figures	CCSS.Math.Practice.MP6 Attend to precision.
B	3	Volume	9	Unit Review	N/A Students may use this lesson time to prepare for the Unit Test. Students may: <ul style="list-style-type: none"> • Revisit Review activities located before each quiz in the unit. • Look at the Summary activities in each lesson. • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand.
B	3	Volume	10	Unit Test	Multiple All assessed standards covered in this unit
B	3	Volume	11	Extended Problems	CCSS.Math.Content.8.G.C.9 Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
B	4	Transformations, Congruence, and Similarity	1	Exchange Ideas	CCSS.Math.Content.8.G.A.2 Understand congruence and similarity using physical models, transparencies, or geometry software. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
B	4	Transformations, Congruence, and Similarity	2	Transformations	CCSS.Math.Content.8.G.A.1 Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and translations:

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B	4	Transformations, Congruence, and Similarity	2	Transformations	CCSS.Math.Content.8.G.A.1a Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and translations: Lines are taken to lines, and line segments to line segments of the same length.
B	4	Transformations, Congruence, and Similarity	2	Transformations	CCSS.Math.Content.8.G.A.1b Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and translations: Angles are taken to angles of the same measure.
B	4	Transformations, Congruence, and Similarity	2	Transformations	CCSS.Math.Content.8.G.A.1c Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and translations: Parallel lines are taken to parallel lines.
B	4	Transformations, Congruence, and Similarity	2	Transformations	CCSS.Math.Content.8.G.A.2 Understand congruence and similarity using physical models, transparencies, or geometry software. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
B	4	Transformations, Congruence, and Similarity	2	Transformations	CCSS.Math.Content.8.G.A.3 Understand congruence and similarity using physical models, transparencies, or geometry software. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
B	4	Transformations, Congruence, and Similarity	3	Corresponding Parts of Transformed Figures	CCSS.Math.Content.8.G.A.1 Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and translations:
B	4	Transformations, Congruence, and Similarity	3	Corresponding Parts of Transformed Figures	CCSS.Math.Content.8.G.A.1a Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and translations: Lines are taken to lines, and line segments to line segments of the same length.

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B	4	Transformations, Congruence, and Similarity	3	Corresponding Parts of Transformed Figures CCSS.Math.Content.8.G.A.1b	Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and translations: Angles are taken to angles of the same measure.
B	4	Transformations, Congruence, and Similarity	3	Corresponding Parts of Transformed Figures CCSS.Math.Content.8.G.A.1c	Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and translations: Parallel lines are taken to parallel lines.
B	4	Transformations, Congruence, and Similarity	4	Congruence CCSS.Math.Content.6.G.A.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
B	4	Transformations, Congruence, and Similarity	4	Congruence CCSS.Math.Content.8.G.A.2	Understand congruence and similarity using physical models, transparencies, or geometry software. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
B	4	Transformations, Congruence, and Similarity	4	Congruence CCSS.Math.Content.8.G.A.3	Understand congruence and similarity using physical models, transparencies, or geometry software. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
B	4	Transformations, Congruence, and Similarity	5	Sequences of Rigid Transformations CCSS.Math.Content.8.G.A.2	Understand congruence and similarity using physical models, transparencies, or geometry software. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
B	4	Transformations, Congruence, and Similarity	5	Sequences of Rigid Transformations CCSS.Math.Content.8.G.A.3	Understand congruence and similarity using physical models, transparencies, or geometry software. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
B	4	Transformations, Congruence, and Similarity	5	Sequences of Rigid Transformations CCSS.Math.Content.8.G.A.4	Understand congruence and similarity using physical models, transparencies, or geometry software. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

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B	4	Transformations, Congruence, and Similarity	6	Properties of Rigid Transformations	CCSS.Math.Content.8.G.A.1 Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and translations:
B	4	Transformations, Congruence, and Similarity	6	Properties of Rigid Transformations	CCSS.Math.Content.8.G.A.1a Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and translations: Lines are taken to lines, and line segments to line segments of the same length.
B	4	Transformations, Congruence, and Similarity	6	Properties of Rigid Transformations	CCSS.Math.Content.8.G.A.1b Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and translations: Angles are taken to angles of the same measure.
B	4	Transformations, Congruence, and Similarity	6	Properties of Rigid Transformations	CCSS.Math.Content.8.G.A.1c Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and translations: Parallel lines are taken to parallel lines.
B	4	Transformations, Congruence, and Similarity	6	Properties of Rigid Transformations	CCSS.Math.Content.8.G.A.2 Understand congruence and similarity using physical models, transparencies, or geometry software. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
B	4	Transformations, Congruence, and Similarity	6	Properties of Rigid Transformations	CCSS.Math.Content.8.G.A.3 Understand congruence and similarity using physical models, transparencies, or geometry software. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
B	4	Transformations, Congruence, and Similarity	7	Rigid Transformations and the Coordinate Plane	CCSS.Math.Content.8.F.A.1 Define, evaluate, and compare functions. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
B	4	Transformations, Congruence, and Similarity	7	Rigid Transformations and the Coordinate Plane	CCSS.Math.Content.8.G.A.2 Understand congruence and similarity using physical models, transparencies, or geometry software. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

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B	4	Transformations, Congruence, and Similarity	7	Rigid Transformations and the Coordinate Plane CCSS.Math.Content.8.G.A.3	Understand congruence and similarity using physical models, transparencies, or geometry software. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
B	4	Transformations, Congruence, and Similarity	8	Rigid Transformation Mapping Rules CCSS.Math.Content.8.G.A.1c	Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and translations: Parallel lines are taken to parallel lines.
B	4	Transformations, Congruence, and Similarity	8	Rigid Transformation Mapping Rules CCSS.Math.Content.8.G.A.3	Understand congruence and similarity using physical models, transparencies, or geometry software. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
B	4	Transformations, Congruence, and Similarity	9	Dilations CCSS.Math.Content.7.G.A.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
B	4	Transformations, Congruence, and Similarity	9	Dilations CCSS.Math.Content.8.G.A.4	Understand congruence and similarity using physical models, transparencies, or geometry software. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
B	4	Transformations, Congruence, and Similarity	10	Similarity CCSS.Math.Content.7.RP.A.2a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	4	Transformations, Congruence, and Similarity	10	Similarity CCSS.Math.Content.8.G.A.4	Understand congruence and similarity using physical models, transparencies, or geometry software. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
B	4	Transformations, Congruence, and Similarity	10	Similarity CCSS.Math.Content.8.G.A.5	Understand congruence and similarity using physical models, transparencies, or geometry software. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.

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B	4	Transformations, Congruence, and Similarity	11	Similarity and Scale	CCSS.Math.Content.8.G.A.4 Understand congruence and similarity using physical models, transparencies, or geometry software. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
B	4	Transformations, Congruence, and Similarity	12	Your Choice	N/A Students may use today's lesson time to: <ul style="list-style-type: none">• Complete work in progress.• Review prior lessons in the unit to prepare for the Unit Test.• Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit.• Prepare for their state standardized test.• Go on to the next lesson.
B	4	Transformations, Congruence, and Similarity	13	Dilations and the Coordinate Plane	CCSS.Math.Content.8.G.A.3 Understand congruence and similarity using physical models, transparencies, or geometry software. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
B	4	Transformations, Congruence, and Similarity	13	Dilations and the Coordinate Plane	CCSS.Math.Content.8.G.A.4 Understand congruence and similarity using physical models, transparencies, or geometry software. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
B	4	Transformations, Congruence, and Similarity	14	Sequences of Transformations and Dilations	CCSS.Math.Content.6.NS.C.6b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
B	4	Transformations, Congruence, and Similarity	14	Sequences of Transformations and Dilations	CCSS.Math.Content.8.G.A.2 Understand congruence and similarity using physical models, transparencies, or geometry software. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
B	4	Transformations, Congruence, and Similarity	14	Sequences of Transformations and Dilations	CCSS.Math.Content.8.G.A.3 Understand congruence and similarity using physical models, transparencies, or geometry software. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
B	4	Transformations, Congruence, and Similarity	14	Sequences of Transformations and Dilations	CCSS.Math.Content.8.G.A.4 Understand congruence and similarity using physical models, transparencies, or geometry software. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

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B	4	Transformations, Congruence, and Similarity	15	The AA Criterion	CCSS.Math.Content.8.G.A.5 Understand congruence and similarity using physical models, transparencies, or geometry software. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
B	4	Transformations, Congruence, and Similarity	16	Unit Review	N/A Students may use this lesson time to prepare for the Unit Test. Students may: <ul style="list-style-type: none"> Revisit Review activities located before each quiz in the unit. Look at the Summary activities in each lesson. Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems they did not fully understand.
B	4	Transformations, Congruence, and Similarity	17	Unit Test	Multiple All assessed standards covered in this unit
B	4	Transformations, Congruence, and Similarity	18	Extended Problems	CCSS.Math.Content.8.G.A.2 Understand congruence and similarity using physical models, transparencies, or geometry software. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
B	4	Transformations, Congruence, and Similarity	18	Extended Problems	CCSS.Math.Content.8.G.A.3 Understand congruence and similarity using physical models, transparencies, or geometry software. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
B	4	Transformations, Congruence, and Similarity	18	Extended Problems	CCSS.Math.Content.8.G.A.4 Understand congruence and similarity using physical models, transparencies, or geometry software. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
B	5	Irrational Numbers	1	Exchange Ideas	CCSS.Math.Content.8.NS.A.2 Know that there are numbers that are not rational, and approximate them by rational numbers. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).
B	5	Irrational Numbers	2	Rational Numbers	CCSS.Math.Content.8.NS.A.1 Know that there are numbers that are not rational, and approximate them by rational numbers. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
B	5	Irrational Numbers	3	Terminating and Repeating Numbers	CCSS.Math.Content.7.NS.A.2d Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in a decimal part.

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B	5	Irrational Numbers	3	Terminating and Repeating Numbers	CCSS.Math.Content.8.NS.A.1 Know that there are numbers that are not rational, and approximate them by rational numbers. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
B	5	Irrational Numbers	4	Understand Irrational Numbers	CCSS.Math.Content.8.EE.A.2 Work with radicals and integer exponents. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
B	5	Irrational Numbers	4	Understand Irrational Numbers	CCSS.Math.Content.8.NS.A.1 Know that there are numbers that are not rational, and approximate them by rational numbers. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
B	5	Irrational Numbers	4	Understand Irrational Numbers	CCSS.Math.Content.8.NS.A.2 Know that there are numbers that are not rational, and approximate them by rational numbers. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).
B	5	Irrational Numbers	5	Approximations of Irrationals	CCSS.Math.Content.8.NS.A.1 Know that there are numbers that are not rational, and approximate them by rational numbers. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
B	5	Irrational Numbers	5	Approximations of Irrationals	CCSS.Math.Content.8.NS.A.2 Know that there are numbers that are not rational, and approximate them by rational numbers. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).
B	5	Irrational Numbers	6	Evaluate Square Roots and Cube Roots	CCSS.Math.Content.8.EE.A.2 Work with radicals and integer exponents. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

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B	5	Irrational Numbers	7	Use Square Roots to Solve Equations	CCSS.Math.Content.8.EE.A.2	Work with radicals and integer exponents. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
B	5	Irrational Numbers	8	Use Cube Roots to Solve Equations	CCSS.Math.Content.8.EE.A.2	Work with radicals and integer exponents. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
B	5	Irrational Numbers	9	Unit Review	N/A	Students may use this lesson time to prepare for the Unit Test. Students may: <ul style="list-style-type: none"> • Revisit Review activities located before each quiz in the unit. • Look at the Summary activities in each lesson. • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand.
B	5	Irrational Numbers	10	Unit Test	Multiple	All assessed standards covered in this unit
B	5	Irrational Numbers	11	Extended Problems	CCSS.Math.Content.8.EE.A.2	Work with radicals and integer exponents. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
B	5	Irrational Numbers	11	Extended Problems	CCSS.Math.Content.8.NS.A.1	Know that there are numbers that are not rational, and approximate them by rational numbers. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
B	5	Irrational Numbers	11	Extended Problems	CCSS.Math.Content.8.NS.A.2	Know that there are numbers that are not rational, and approximate them by rational numbers. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).
B	6	The Pythagorean Theorem	1	Exchange Ideas	CCSS.Math.Content.8.G.B.7	Understand and apply the Pythagorean Theorem. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
B	6	The Pythagorean Theorem	2	Use the Pythagorean Theorem	CCSS.Math.Content.8.EE.A.1	Work with radicals and integer exponents. Know and apply the properties of integer exponents to generate equivalent numerical expressions.
B	6	The Pythagorean Theorem	2	Use the Pythagorean Theorem	CCSS.Math.Content.8.G.B.6	Understand and apply the Pythagorean Theorem. Explain a proof of the Pythagorean Theorem and its converse.

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B	6	The Pythagorean Theorem	2	Use the Pythagorean Theorem CCSS.Math.Content.8.G.B.7	Understand and apply the Pythagorean Theorem. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
B	6	The Pythagorean Theorem	3	Converse of the Pythagorean Theorem CCSS.Math.Content.8.G.B.6	Understand and apply the Pythagorean Theorem. Explain a proof of the Pythagorean Theorem and its converse.
B	6	The Pythagorean Theorem	3	Converse of the Pythagorean Theorem CCSS.Math.Content.8.G.B.7	Understand and apply the Pythagorean Theorem. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
B	6	The Pythagorean Theorem	4	Prove the Pythagorean Theorem CCSS.Math.Content.8.G.B.6	Understand and apply the Pythagorean Theorem. Explain a proof of the Pythagorean Theorem and its converse.
B	6	The Pythagorean Theorem	4	Prove the Pythagorean Theorem CCSS.Math.Content.8.G.B.7	Understand and apply the Pythagorean Theorem. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
B	6	The Pythagorean Theorem	5	Distances in the Coordinate Plane CCSS.Math.Content.6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
B	6	The Pythagorean Theorem	5	Distances in the Coordinate Plane CCSS.Math.Content.8.G.B.8	Understand and apply the Pythagorean Theorem. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
B	6	The Pythagorean Theorem	6	Your Choice N/A	Students may use today's lesson time to: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test. • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit. • Prepare for their state standardized test. • Go on to the next lesson.
B	6	The Pythagorean Theorem	7	Applications of the Pythagorean Theorem CCSS.Math.Content.8.G.B.6	Understand and apply the Pythagorean Theorem. Explain a proof of the Pythagorean Theorem and its converse.
B	6	The Pythagorean Theorem	7	Applications of the Pythagorean Theorem CCSS.Math.Content.8.G.B.7	Understand and apply the Pythagorean Theorem. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
B	6	The Pythagorean Theorem	8	Pythagorean Theorem in 3-D CCSS.Math.Content.8.G.B.6	Understand and apply the Pythagorean Theorem. Explain a proof of the Pythagorean Theorem and its converse.
B	6	The Pythagorean Theorem	8	Pythagorean Theorem in 3-D CCSS.Math.Content.8.G.B.7	Understand and apply the Pythagorean Theorem. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

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B	6	The Pythagorean Theorem	9	More Pythagorean Applications	Math.Content.8.G.B.6	Understand and apply the Pythagorean Theorem. Explain a proof of the Pythagorean Theorem and its converse.
B	6	The Pythagorean Theorem	9	More Pythagorean Applications	CCSS.Math.Content.8.G.B.7	Understand and apply the Pythagorean Theorem. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
B	6	The Pythagorean Theorem	10	Unit Review	N/A	Students may use this lesson time to prepare for the Unit Test. Students may: <ul style="list-style-type: none"> Revisit Review activities located before each quiz in the unit. Look at the Summary activities in each lesson. Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems they did not fully understand.
B	6	The Pythagorean Theorem	11	Unit Test	Multiple	All assessed standards covered in this unit
B	6	The Pythagorean Theorem	12	Extended Problems	CCSS.Math.Content.8.G.B.6	Understand and apply the Pythagorean Theorem. Explain a proof of the Pythagorean Theorem and its converse.
B	6	The Pythagorean Theorem	12	Extended Problems	CCSS.Math.Content.8.G.B.7	Understand and apply the Pythagorean Theorem. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
B	6	The Pythagorean Theorem	12	Extended Problems	CCSS.Math.Content.8.G.B.8	Understand and apply the Pythagorean Theorem. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
B	7	Project: Climate Statistics	1	Select Your City and Features	CCSS.Math.Content.8.SP.A.1	Investigate patterns of association in bivariate data. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
B	7	Project: Climate Statistics	1	Select Your City and Features	CCSS.Math.Content.8.SP.A.2	Investigate patterns of association in bivariate data. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
B	7	Project: Climate Statistics	1	Select Your City and Features	CCSS.Math.Content.8.SP.A.3	Investigate patterns of association in bivariate data. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.
B	7	Project: Climate Statistics	2	Describe the Units of Measure	CCSS.Math.Content.8.SP.A.1	Investigate patterns of association in bivariate data. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

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B	7	Project: Climate Statistics	2	Describe the Units of Measure	CCSS.Math.Content.8.SP.A.2	Investigate patterns of association in bivariate data. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
B	7	Project: Climate Statistics	2	Describe the Units of Measure	CCSS.Math.Content.8.SP.A.3	Investigate patterns of association in bivariate data. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.
B	7	Project: Climate Statistics	3	Construct a Scatter Plot	CCSS.Math.Content.8.SP.A.1	Investigate patterns of association in bivariate data. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
B	7	Project: Climate Statistics	3	Construct a Scatter Plot	CCSS.Math.Content.8.SP.A.2	Investigate patterns of association in bivariate data. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
B	7	Project: Climate Statistics	3	Construct a Scatter Plot	CCSS.Math.Content.8.SP.A.3	Investigate patterns of association in bivariate data. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.
B	7	Project: Climate Statistics	4	Create a Linear Model	CCSS.Math.Content.8.SP.A.1	Investigate patterns of association in bivariate data. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
B	7	Project: Climate Statistics	4	Create a Linear Model	CCSS.Math.Content.8.SP.A.2	Investigate patterns of association in bivariate data. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
B	7	Project: Climate Statistics	4	Create a Linear Model	CCSS.Math.Content.8.SP.A.3	Investigate patterns of association in bivariate data. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.
B	7	Project: Climate Statistics	5	What Did You Learn About Climate Statistics?	CCSS.Math.Content.8.SP.A.1	Investigate patterns of association in bivariate data. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

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B	7	Project: Climate Statistics	5	What Did You Learn About Climate Statistics?	CCSS.Math.Content.8.SP.A.2	Investigate patterns of association in bivariate data. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
B	7	Project: Climate Statistics	5	What Did You Learn About Climate Statistics?	CCSS.Math.Content.8.SP.A.3	Investigate patterns of association in bivariate data. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.
B	8	Math 8 Semester A and B Assessments	1	Semester A Test, Parts 1 and 2	Multiple	All assessed standards covered by this point in the course
B	8	Math 8 Semester A and B Assessments	2	Your Choice	N/A	Students may use today's lesson time to: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test. • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit. • Prepare for their state standardized test. • Go on to the next lesson.
B	8	Math 8 Semester A and B Assessments	3	Semester B Test, Parts 1 and 2	Multiple	All assessed standards covered by this point in the course
B	8	Math 8 Semester A and B Assessments	4	Your Choice	N/A	Students may use today's lesson time to: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test. • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit. • Prepare for their state standardized test. • Go on to the next lesson.



**Common Core High School Math Standards
Attachment 8 - ACAD
Compared to MTH128 Summit Algebra 1**



Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Expressions and Problem Solving	1	Exchange Ideas: Expressions and Problem Solving	CCSS.Math.Content.6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.
A	1	Expressions and Problem Solving	1	Exchange Ideas: Expressions and Problem Solving	CCSS.Math.Content.6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
A	1	Expressions and Problem Solving	1	Exchange Ideas: Expressions and Problem Solving	CCSS.Math.Content.7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers.
A	1	Expressions and Problem Solving	2	Expressions	CCSS.Math.Content.5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
A	1	Expressions and Problem Solving	2	Expressions	CCSS.Math.Content.6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.
A	1	Expressions and Problem Solving	2	Expressions	CCSS.Math.Content.6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
A	1	Expressions and Problem Solving	2	Expressions	CCSS.Math.Content.7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers.
A	1	Expressions and Problem Solving	2	Expressions	CCSS.Math.Content.HSA-APR.D.7	Rewrite rational expressions (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
A	1	Expressions and Problem Solving	2	Expressions	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
A	1	Expressions and Problem Solving	3	Variables	CCSS.Math.Content.5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
A	1	Expressions and Problem Solving	3	Variables	CCSS.Math.Content.6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
A	1	Expressions and Problem Solving	3	Variables	CCSS.Math.Content.6.EE.B.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
A	1	Expressions and Problem Solving	3	Variables	CCSS.Math.Content.7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	1	Expressions and Problem Solving	3	Variables	CCSS.Math.Content.7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers.
A	1	Expressions and Problem Solving	3	Variables	CCSS.Math.Content.HSA-SSE.A.1a	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret parts of an expression, such as terms, factors, and coefficients.

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A	1	Expressions and Problem Solving	4	Equations	CCSS.Math.Content.6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
A	1	Expressions and Problem Solving	4	Equations	CCSS.Math.Content.6.EE.B.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
A	1	Expressions and Problem Solving	4	Equations	CCSS.Math.Content.HSA-SSE.A.1a	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret parts of an expression, such as terms, factors, and coefficients.
A	1	Expressions and Problem Solving	5	Translate Words into Variable Expressions	CCSS.Math.Content.6.EE.A.2a	Write expressions that record operations with numbers and with letters standing for numbers.
A	1	Expressions and Problem Solving	5	Translate Words into Variable Expressions	CCSS.Math.Content.6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
A	1	Expressions and Problem Solving	5	Translate Words into Variable Expressions	CCSS.Math.Content.7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	1	Expressions and Problem Solving	5	Translate Words into Variable Expressions	CCSS.Math.Content.7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
A	1	Expressions and Problem Solving	5	Translate Words into Variable Expressions	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	1	Expressions and Problem Solving	6	Translate Words into Equations	CCSS.Math.Content.6.EE.A.2a	Write expressions that record operations with numbers and with letters standing for numbers.
A	1	Expressions and Problem Solving	6	Translate Words into Equations	CCSS.Math.Content.6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
A	1	Expressions and Problem Solving	6	Translate Words into Equations	CCSS.Math.Content.7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
A	1	Expressions and Problem Solving	6	Translate Words into Equations	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	1	Expressions and Problem Solving	7	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson

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A	1	Expressions and Problem Solving	8	Problem Solving	CCSS.Math.Content.7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	1	Expressions and Problem Solving	8	Problem Solving	CCSS.Math.Content.7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
A	1	Expressions and Problem Solving	8	Problem Solving	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	1	Expressions and Problem Solving	8	Problem Solving	CCSS.Math.Content.HSN-Q.A.2	Reason quantitatively and use units to solve problems. Define appropriate quantities for the purpose of descriptive modeling.
A	1	Expressions and Problem Solving	9	Dimensional Analysis	CCSS.Math.Content.4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.
A	1	Expressions and Problem Solving	9	Dimensional Analysis	CCSS.Math.Content.5.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
A	1	Expressions and Problem Solving	9	Dimensional Analysis	CCSS.Math.Content.6.RP.A.3d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
A	1	Expressions and Problem Solving	9	Dimensional Analysis	CCSS.Math.Content.HSN-Q.A.1	Reason quantitatively and use units to solve problems. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
A	1	Expressions and Problem Solving	10	Structure and Meaning	CCSS.Math.Content.7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	1	Expressions and Problem Solving	10	Structure and Meaning	CCSS.Math.Content.HSA-SSE.A.1a	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret parts of an expression, such as terms, factors, and coefficients.
A	1	Expressions and Problem Solving	10	Structure and Meaning	CCSS.Math.Content.HSA-SSE.A.1b	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret complicated expressions by viewing one or more of their parts as a single entity.
A	1	Expressions and Problem Solving	10	Structure and Meaning	CCSS.Math.Practice.MP7	Look for and make use of structure.
A	1	Expressions and Problem Solving	11	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> •Revisit Review activities located before each quiz in the unit •Look at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
A	1	Expressions and Problem Solving	12	Unit Test	Multiple	All assessed standards covered in this unit

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A	2	One-Variable Linear Equations and Inequalities	1	Exchange Ideas: One-Variable Linear Equations and Inequalities CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	2	One-Variable Linear Equations and Inequalities	1	Exchange Ideas: One-Variable Linear Equations and Inequalities CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	2	One-Variable Linear Equations and Inequalities	2	One-Step Equations CCSS.Math.Content.6.NS.A.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.
A	2	One-Variable Linear Equations and Inequalities	2	One-Step Equations CCSS.Math.Content.7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	2	One-Variable Linear Equations and Inequalities	2	One-Step Equations CCSS.Math.Content.8.EE.C.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	2	One-Variable Linear Equations and Inequalities	2	One-Step Equations CCSS.Math.Content.HSA-CED.A.4	Create equations that describe numbers or relationships Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
A	2	One-Variable Linear Equations and Inequalities	2	One-Step Equations CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	2	One-Variable Linear Equations and Inequalities	3	Multiple Transformations CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	2	One-Variable Linear Equations and Inequalities	4	Variables on Both Sides of an Equation CCSS.Math.Content.8.EE.C.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	2	One-Variable Linear Equations and Inequalities	4	Variables on Both Sides of an Equation CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	2	One-Variable Linear Equations and Inequalities	5	Applications of Linear Equations CCSS.Math.Content.8.F.A.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
A	2	One-Variable Linear Equations and Inequalities	5	Applications of Linear Equations CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	2	One-Variable Linear Equations and Inequalities	5	Applications of Linear Equations CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	2	One-Variable Linear Equations and Inequalities	6	Solve Literal Equations CCSS.Math.Content.8.EE.C.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	2	One-Variable Linear Equations and Inequalities	6	Solve Literal Equations CCSS.Math.Content.HSA-CED.A.4	Create equations that describe numbers or relationships Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations

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A	2	One-Variable Linear Equations and Inequalities	6	Solve Literal Equations	CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	2	One-Variable Linear Equations and Inequalities	7	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
A	2	One-Variable Linear Equations and Inequalities	8	Solve Inequalities	CCSS.Math.Content.8.EE.C.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	2	One-Variable Linear Equations and Inequalities	8	Solve Inequalities	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	2	One-Variable Linear Equations and Inequalities	8	Solve Inequalities	CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	2	One-Variable Linear Equations and Inequalities	9	Applications of Inequalities	CCSS.Math.Content.8.EE.C.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	2	One-Variable Linear Equations and Inequalities	9	Applications of Inequalities	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	2	One-Variable Linear Equations and Inequalities	9	Applications of Inequalities	CCSS.Math.Content.HSN-Q.A.3	Reason quantitatively and use units to solve problems. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
A	2	One-Variable Linear Equations and Inequalities	10	Reasoning	CCSS.Math.Content.8.EE.C.7a	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
A	2	One-Variable Linear Equations and Inequalities	10	Reasoning	CCSS.Math.Content.HSA-REI.A.1	Understand solving equations as a process of reasoning and explain the reasoning Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
A	2	One-Variable Linear Equations and Inequalities	10	Reasoning	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
A	2	One-Variable Linear Equations and Inequalities	10	Reasoning	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.

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A	2	One-Variable Linear Equations and Inequalities	11	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> •Revisit Review activities located before each quiz in the unit •Book at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
A	2	One-Variable Linear Equations and Inequalities	12	Unit Test	Multiple	All assessed standards covered in this unit
A	3	Two-Variable Linear Equations and Inequalities	1	Exchange Ideas: Two-Variable Linear Equations and Inequalities	CCSS.Math.Content.HSA-CED.A.2	Create equations that describe numbers or relationships Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
A	3	Two-Variable Linear Equations and Inequalities	2	Graphs of Lines	CCSS.Math.Content.8.EE.B.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
A	3	Two-Variable Linear Equations and Inequalities	2	Graphs of Lines	CCSS.Math.Content.HSA-CED.A.2	Create equations that describe numbers or relationships Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
A	3	Two-Variable Linear Equations and Inequalities	2	Graphs of Lines	CCSS.Math.Content.HSA-REI.D.10	Represent and solve equations and inequalities graphically Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
A	3	Two-Variable Linear Equations and Inequalities	3	Forms of Linear Equations	CCSS.Math.Content.8.EE.B.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
A	3	Two-Variable Linear Equations and Inequalities	3	Forms of Linear Equations	CCSS.Math.Content.HSA-CED.A.2	Create equations that describe numbers or relationships Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
A	3	Two-Variable Linear Equations and Inequalities	4	Write Equations of Lines	CCSS.Math.Content.HSA-CED.A.2	Create equations that describe numbers or relationships Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
A	3	Two-Variable Linear Equations and Inequalities	5	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> •Complete work in progress. •Review prior lessons in the unit to prepare for the Unit Test •Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit •Prepare for their state standardized test •Go on to the next lesson
A	3	Two-Variable Linear Equations and Inequalities	6	Graph Linear Inequalities	CCSS.Math.Content.HSA-CED.A.3	Create equations that describe numbers or relationships Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

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A	3	Two-Variable Linear Equations and Inequalities	6	Graph Linear Inequalities	CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	3	Two-Variable Linear Equations and Inequalities	6	Graph Linear Inequalities	CCSS.Math.Content.HSA-REI.D.12	Represent and solve equations and inequalities graphically Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
A	3	Two-Variable Linear Equations and Inequalities	7	Systems of Linear Inequalities	CCSS.Math.Content.HSA-CED.A.3	Create equations that describe numbers or relationships Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
A	3	Two-Variable Linear Equations and Inequalities	7	Systems of Linear Inequalities	CCSS.Math.Content.HSA-REI.D.12	Represent and solve equations and inequalities graphically Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
A	3	Two-Variable Linear Equations and Inequalities	8	Constraints	CCSS.Math.Content.HSA-CED.A.3	Create equations that describe numbers or relationships Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
A	3	Two-Variable Linear Equations and Inequalities	8	Constraints	CCSS.Math.Content.HSA-REI.D.12	Represent and solve equations and inequalities graphically Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
A	3	Two-Variable Linear Equations and Inequalities	9	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> Revisit Review activities located before each quiz in the unit Look at the Summary activities in each lesson Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems they did not fully understand
A	3	Two-Variable Linear Equations and Inequalities	10	Unit Test	Multiple	All assessed standards covered in this unit
A	4	Working with Functions	1	Exchange Ideas: Working with Functions	CCSS.Math.Content.HSF-IF.B.4	Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
A	4	Working with Functions	1	Exchange Ideas: Working with Functions	CCSS.Math.Content.HSF-IF.C.7a	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph linear and quadratic functions and show intercepts, maxima, and minima.

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A	4	Working with Functions	2	Relations and Functions	CCSS.Math.Content.8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
A	4	Working with Functions	2	Relations and Functions	CCSS.Math.Content.HSF-IF.A.1	Understand the concept of a function and use function notation Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
A	4	Working with Functions	2	Relations and Functions	CCSS.Math.Content.HSF-IF.A.2	Understand the concept of a function and use function notation Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
A	4	Working with Functions	3	Function Equations	CCSS.Math.Content.HSF-BF.B.4a	Build new functions from existing functions Find inverse functions. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse.
A	4	Working with Functions	3	Function Equations	CCSS.Math.Content.HSF-IF.A.1	Understand the concept of a function and use function notation Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
A	4	Working with Functions	3	Function Equations	CCSS.Math.Content.HSF-IF.A.2	Understand the concept of a function and use function notation Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
A	4	Working with Functions	4	Extended Problems: Function Applications	CCSS.Math.Content.HSA-CED.A.2	Create equations that describe numbers or relationships Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
A	4	Working with Functions	5	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
A	4	Working with Functions	6	Linear Functions	CCSS.Math.Content.8.EE.B.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
A	4	Working with Functions	6	Linear Functions	CCSS.Math.Content.HSF-IF.B.6	Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

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A	4	Working with Functions	6	Linear Functions	CCSS.Math.Content.HSF-IF.B.4	Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
A	4	Working with Functions	6	Linear Functions	CCSS.Math.Content.HSF-IF.C.7a	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph linear and quadratic functions and show intercepts, maxima, and minima.
A	4	Working with Functions	6	Linear Functions	CCSS.Math.Practice.MP4	Model with mathematics.
A	4	Working with Functions	7	Transform Linear Functions	CCSS.Math.Content.8.EE.B.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
A	4	Working with Functions	7	Transform Linear Functions	CCSS.Math.Content.HSF-BF.B.3	Build new functions from existing functions Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
A	4	Working with Functions	8	Intercepts	CCSS.Math.Content.HSA-REI.D.10	Represent and solve equations and inequalities graphically Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
A	4	Working with Functions	8	Intercepts	CCSS.Math.Content.HSF-IF.B.6	Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
A	4	Working with Functions	8	Intercepts	CCSS.Math.Content.HSF-IF.B.4	Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
A	4	Working with Functions	9	Domain and Range	CCSS.Math.Content.HSF-IF.A.1	Understand the concept of a function and use function notation Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
A	4	Working with Functions	9	Domain and Range	CCSS.Math.Content.HSF-IF.B.5	Interpret functions that arise in applications in terms of the context Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

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A	4	Working with Functions	10	Absolute Value Functions	CCSS.Math.Content.8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
A	4	Working with Functions	10	Absolute Value Functions	CCSS.Math.Content.HSA-CED.A.2	Create equations that describe numbers or relationships Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
A	4	Working with Functions	10	Absolute Value Functions	CCSS.Math.Content.HSF-BF.B.3	Build new functions from existing functions Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
A	4	Working with Functions	10	Absolute Value Functions	CCSS.Math.Content.HSF-IF.C.7b	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
A	4	Working with Functions	10	Absolute Value Functions	CCSS.Math.Practice.MP4	Model with mathematics.
A	4	Working with Functions	11	Piecewise-Defined Functions	CCSS.Math.Content.8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
A	4	Working with Functions	11	Piecewise-Defined Functions	CCSS.Math.Content.HSF-IF.A.2	Understand the concept of a function and use function notation Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
A	4	Working with Functions	11	Piecewise-Defined Functions	CCSS.Math.Content.HSF-IF.C.7b	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
A	4	Working with Functions	11	Piecewise-Defined Functions	CCSS.Math.Practice.MP4	Model with mathematics.
A	4	Working with Functions	12	Step Functions	CCSS.Math.Content.8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
A	4	Working with Functions	12	Step Functions	CCSS.Math.Content.HSF-BF.B.3	Build new functions from existing functions Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

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A	4	Working with Functions	12	Step Functions	CCSS.Math.Content.HSF-IF.C.7b	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
A	4	Working with Functions	12	Step Functions	CCSS.Math.Practice.MP4	Model with mathematics. Students may use this lesson time to do any of the following:
A	4	Working with Functions	13	Unit Review	N/A	<ul style="list-style-type: none"> •Revisit Review activities located before each quiz in the unit •Look at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
A	4	Working with Functions	14	Unit Test	Multiple	All assessed standards covered in this unit
A	5	Radicals and Exponents	1	Exchange Ideas: Radicals and Exponents	CCSS.Math.Content.HSN-RN.A.1	Extend the properties of exponents to rational exponents. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.
A	5	Radicals and Exponents	1	Exchange Ideas: Radicals and Exponents	CCSS.Math.Content.HSN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.
A	5	Radicals and Exponents	2	Irrational Numbers	CCSS.Math.Content.8.NS.A.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).
A	5	Radicals and Exponents	2	Irrational Numbers	CCSS.Math.Content.HSN-RN.B.3	Use properties of rational and irrational numbers. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
A	5	Radicals and Exponents	3	Simplify Radical Expressions	CCSS.Math.Content.8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
A	5	Radicals and Exponents	3	Simplify Radical Expressions	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	5	Radicals and Exponents	3	Simplify Radical Expressions	CCSS.Math.Content.HSA-REI.A.1	Understand solving equations as a process of reasoning and explain the reasoning Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
A	5	Radicals and Exponents	3	Simplify Radical Expressions	CCSS.Math.Content.HSN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents

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A	5	Radicals and Exponents	4	Operations with Radical Expressions	CCSS.Math.Content.HSN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.
A	5	Radicals and Exponents	4	Operations with Radical Expressions	CCSS.Math.Content.HSN-RN.B.3	Use properties of rational and irrational numbers. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
A	5	Radicals and Exponents	5	Properties of Rational and Irrational Numbers	CCSS.Math.Content.8.NS.A.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).
A	5	Radicals and Exponents	5	Properties of Rational and Irrational Numbers	CCSS.Math.Content.HSN-RN.B.3	Use properties of rational and irrational numbers. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
A	5	Radicals and Exponents	6	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
A	5	Radicals and Exponents	7	Properties of Exponents	CCSS.Math.Content.8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
A	5	Radicals and Exponents	7	Properties of Exponents	CCSS.Math.Content.HSN-RN.A.1	Extend the properties of exponents to rational exponents. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.
A	5	Radicals and Exponents	7	Properties of Exponents	CCSS.Math.Content.HSN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.
A	5	Radicals and Exponents	8	Growth and Decay Equations	CCSS.Math.Content.8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
A	5	Radicals and Exponents	8	Growth and Decay Equations	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	5	Radicals and Exponents	9	Rewrite Exponential Expressions	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

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A	5	Radicals and Exponents	9	Rewrite Exponential Expressions	CCSS.Math.Content.HSA-SSE.B.3c	Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Use the properties of exponents to transform expressions for exponential functions.
A	5	Radicals and Exponents	9	Rewrite Exponential Expressions	CCSS.Math.Content.HSF-IF.C.8b	Analyze functions using different representations Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. Use the properties of exponents to interpret expressions for exponential functions.
A	5	Radicals and Exponents	9	Rewrite Exponential Expressions	CCSS.Math.Content.HSN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.
A	5	Radicals and Exponents	10	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> •Revisit Review activities located before each quiz in the unit •Book at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
A	5	Radicals and Exponents	11	Unit Test	Multiple	All assessed standards covered in this unit
A	6	Exponential Functions	1	Exchange Ideas: Exponential Functions	CCSS.Math.Content.HSF-IF.B.5	Interpret functions that arise in applications in terms of the context Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
A	6	Exponential Functions	1	Exchange Ideas: Exponential Functions	CCSS.Math.Content.HSF-IF.B.6	Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
A	6	Exponential Functions	1	Exchange Ideas: Exponential Functions	CCSS.Math.Content.HSF-LE.A.1a	Construct and compare linear, quadratic, and exponential models and solve problems Distinguish between situations that can be modeled with linear functions and with exponential functions. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
A	6	Exponential Functions	2	Graph Exponential Functions	CCSS.Math.Content.8.EE.B.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
A	6	Exponential Functions	2	Graph Exponential Functions	CCSS.Math.Content.HSA-REI.D.10	Represent and solve equations and inequalities graphically Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

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A	6	Exponential Functions	2	Graph Exponential Functions CCSS.Math.Content.HSF-IF.B.5	Interpret functions that arise in applications in terms of the context Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
A	6	Exponential Functions	2	Graph Exponential Functions CCSS.Math.Content.HSF-IF.B.6	Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
A	6	Exponential Functions	2	Graph Exponential Functions CCSS.Math.Content.HSF-IF.C.7e	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
A	6	Exponential Functions	2	Graph Exponential Functions CCSS.Math.Content.HSF-LE.B.5	Interpret expressions for functions in terms of the situation they model Interpret the parameters in a linear or exponential function in terms of a context.
A	6	Exponential Functions	3	Features of Exponential Functions CCSS.Math.Content.HSF-IF.B.4	Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
A	6	Exponential Functions	3	Features of Exponential Functions CCSS.Math.Content.HSF-IF.B.5	Interpret functions that arise in applications in terms of the context Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
A	6	Exponential Functions	3	Features of Exponential Functions CCSS.Math.Content.HSF-IF.B.6	Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
A	6	Exponential Functions	3	Features of Exponential Functions CCSS.Math.Content.HSF-IF.C.7e	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
A	6	Exponential Functions	3	Features of Exponential Functions CCSS.Math.Content.HSN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

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A	6	Exponential Functions	4	Transform Exponential Functions	CCSS.Math.Content.HSF-BF.B.3 Build new functions from existing functions Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
A	6	Exponential Functions	4	Transform Exponential Functions	CCSS.Math.Content.HSF-LE.B.5 Interpret expressions for functions in terms of the situation they model Interpret the parameters in a linear or exponential function in terms of a context.
A	6	Exponential Functions	5	Interpret Exponential Graphs	CCSS.Math.Content.HSA-CED.A.1 Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	6	Exponential Functions	5	Interpret Exponential Graphs	CCSS.Math.Content.HSF-IF.B.4 Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
A	6	Exponential Functions	5	Interpret Exponential Graphs	CCSS.Math.Content.HSF-LE.B.5 Interpret expressions for functions in terms of the situation they model Interpret the parameters in a linear or exponential function in terms of a context.
A	6	Exponential Functions	6	Average Rate of Change	CCSS.Math.Content.8.EE.B.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
A	6	Exponential Functions	6	Average Rate of Change	CCSS.Math.Content.HSF-IF.B.6 Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
A	6	Exponential Functions	6	Average Rate of Change	CCSS.Math.Content.HSF-LE.A.1b Construct and compare linear, quadratic, and exponential models and solve problems Distinguish between situations that can be modeled with linear functions and with exponential functions. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
A	6	Exponential Functions	7	Identify Linear and Exponential Functions	CCSS.Math.Content.8.F.A.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
A	6	Exponential Functions	7	Identify Linear and Exponential Functions	CCSS.Math.Content.HSF-IF.B.5 Interpret functions that arise in applications in terms of the context Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

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A	6	Exponential Functions	7	Identify Linear and Exponential Functions	CCSS.Math.Content.HSF-IF.B.6	Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
A	6	Exponential Functions	7	Identify Linear and Exponential Functions	CCSS.Math.Content.HSF-LE.A.1a	Construct and compare linear, quadratic, and exponential models and solve problems Distinguish between situations that can be modeled with linear functions and with exponential functions. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
A	6	Exponential Functions	7	Identify Linear and Exponential Functions	CCSS.Math.Content.HSF-LE.A.1c	Construct and compare linear, quadratic, and exponential models and solve problems Distinguish between situations that can be modeled with linear functions and with exponential functions. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
A	6	Exponential Functions	8	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
A	6	Exponential Functions	9	Multiple Representations	CCSS.Math.Content.8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
A	6	Exponential Functions	9	Multiple Representations	CCSS.Math.Content.HSF-IF.C.9	Analyze functions using different representations Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
A	6	Exponential Functions	10	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Revisit Review activities located before each quiz in the unit • Look at the Summary activities in each lesson • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand
A	6	Exponential Functions	11	Unit Test	Multiple	All assessed standards covered in this unit
A	7	Sequences and Modeling with Functions	1	Exchange Ideas: Sequences and Modeling with Functions	CCSS.Math.Content.HSF-BF.A.2	Build a function that models a relationship between two quantities Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
A	7	Sequences and Modeling with Functions	2	Sequences and Patterns	CCSS.Math.Content.HSF-IF.A.2	Understand the concept of a function and use function notation Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

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A	7	Sequences and Modeling with Functions	2	Sequences and Patterns CCSS.Math.Content.HSF-IF.A.3	Understand the concept of a function and use function notation Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.
A	7	Sequences and Modeling with Functions	3	Arithmetic Sequences CCSS.Math.Content.HSF-BF.A.1a	Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Determine an explicit expression, a recursive process, or steps for calculation from a context.
A	7	Sequences and Modeling with Functions	3	Arithmetic Sequences CCSS.Math.Content.HSF-BF.A.2	Build a function that models a relationship between two quantities Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
A	7	Sequences and Modeling with Functions	3	Arithmetic Sequences CCSS.Math.Content.HSF-IF.C.7a	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph linear and quadratic functions and show intercepts, maxima, and minima.
A	7	Sequences and Modeling with Functions	4	Geometric Sequences CCSS.Math.Content.HSF-BF.A.1a	Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Determine an explicit expression, a recursive process, or steps for calculation from a context.
A	7	Sequences and Modeling with Functions	4	Geometric Sequences CCSS.Math.Content.HSF-BF.A.2	Build a function that models a relationship between two quantities Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
A	7	Sequences and Modeling with Functions	4	Geometric Sequences CCSS.Math.Content.HSF-IF.A.3	Understand the concept of a function and use function notation Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.
A	7	Sequences and Modeling with Functions	5	Extended Problems: Sequences CCSS.Math.Content.HSF-BF.A.2	Build a function that models a relationship between two quantities Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
A	7	Sequences and Modeling with Functions	6	Function Parameters CCSS.Math.Content.HSF-LE.A.1a	Construct and compare linear, quadratic, and exponential models and solve problems Distinguish between situations that can be modeled with linear functions and with exponential functions. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

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A	7	Sequences and Modeling with Functions	6	Function Parameters	CCSS.Math.Content.HSF-LE.B.5 Interpret expressions for functions in terms of the situation they model Interpret the parameters in a linear or exponential function in terms of a context.
A	7	Sequences and Modeling with Functions	7	Model Linear Relationships	CCSS.Math.Content.8.F.B.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
A	7	Sequences and Modeling with Functions	7	Model Linear Relationships	CCSS.Math.Content.HSF-BF.A.1a Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Determine an explicit expression, a recursive process, or steps for calculation from a context.
A	7	Sequences and Modeling with Functions	7	Model Linear Relationships	CCSS.Math.Content.HSF-IF.B.6 Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
A	7	Sequences and Modeling with Functions	7	Model Linear Relationships	CCSS.Math.Content.HSF-LE.A.2 Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
A	7	Sequences and Modeling with Functions	8	Model Exponential Relationships	CCSS.Math.Content.HSF-BF.A.1a Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Determine an explicit expression, a recursive process, or steps for calculation from a context.
A	7	Sequences and Modeling with Functions	8	Model Exponential Relationships	CCSS.Math.Content.HSF-IF.B.4 Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
A	7	Sequences and Modeling with Functions	8	Model Exponential Relationships	CCSS.Math.Content.HSF-LE.A.2 Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
A	7	Sequences and Modeling with Functions	9	Unit Review	N/A Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> •Revisit Review activities located before each quiz in the unit •Look at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
A	7	Sequences and Modeling with Functions	10	Unit Test	Multiple All assessed standards covered in this unit

Attachment 28 - ACAD						Students may use this lesson time to do any of the following:
A	8	Algebra 1 Semester A Assessments	1	Your Choice	N/A	<ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
A	8	Algebra 1 Semester A Assessments	2	Algebra 1 Semester A Test, Parts 1 and 2	Multiple	All assessed standards covered by this point in the course
B	1	Systems of Equations	1	Exchange Ideas: Systems of Equations	CCSS.Math.Content.HSA-REI.C.5	<p>Solve systems of equations</p> <p>Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p>
B	1	Systems of Equations	1	Exchange Ideas: Systems of Equations	CCSS.Math.Content.HSA-REI.C.6	<p>Solve systems of equations</p> <p>Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p>
B	1	Systems of Equations	1	Exchange Ideas: Systems of Equations	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
B	1	Systems of Equations	2	Graphs of Systems	CCSS.Math.Content.HSA-REI.C.6	<p>Solve systems of equations</p> <p>Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p>
B	1	Systems of Equations	2	Graphs of Systems	CCSS.Math.Content.HSF-IF.C.7a	<p>Analyze functions using different representations</p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>Graph linear and quadratic functions and show intercepts, maxima, and minima.</p>
B	1	Systems of Equations	3	Approximate Solutions with Graphs	CCSS.Math.Content.HSA-REI.C.6	<p>Solve systems of equations</p> <p>Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p>
B	1	Systems of Equations	4	Graph Systems to Solve Equations	CCSS.Math.Content.HSA-REI.D.10	<p>Represent and solve equations and inequalities graphically</p> <p>Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p>
B	1	Systems of Equations	4	Graph Systems to Solve Equations	CCSS.Math.Content.HSA-REI.D.11	<p>Represent and solve equations and inequalities graphically</p> <p>Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p>

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B	1	Systems of Equations	5	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	1	Systems of Equations	6	Substitution Method	CCSS.Math.Content.8.EE.C.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
B	1	Systems of Equations	6	Substitution Method	CCSS.Math.Content.HSA-REI.C.6	Solve systems of equations Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
B	1	Systems of Equations	7	Linear Combination	CCSS.Math.Content.8.EE.C.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
B	1	Systems of Equations	7	Linear Combination	CCSS.Math.Content.HSA-REI.C.5	Solve systems of equations Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
B	1	Systems of Equations	7	Linear Combination	CCSS.Math.Content.HSA-REI.C.6	Solve systems of equations Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
B	1	Systems of Equations	8	Linear Combination with Multiplication	CCSS.Math.Content.HSA-REI.C.5	Solve systems of equations Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
B	1	Systems of Equations	8	Linear Combination with Multiplication	CCSS.Math.Content.HSA-REI.C.6	Solve systems of equations Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
B	1	Systems of Equations	9	Applications: Systems of Linear Equations	CCSS.Math.Content.HSA-CED.A.2	Create equations that describe numbers or relationships Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
B	1	Systems of Equations	9	Applications: Systems of Linear Equations	CCSS.Math.Content.HSA-REI.C.6	Solve systems of equations Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
B	1	Systems of Equations	10	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Revisit Review activities located before each quiz in the unit • Look at the Summary activities in each lesson • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand
B	1	Systems of Equations	11	Unit Test	Multiple	All assessed standards covered in this unit

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B	2	Polynomials	1	Exchange Ideas: Polynomials	CCSS.Math.Content.HSA-REI.B.4b	<p>Solve equations and inequalities in one variable</p> <p>Solve quadratic equations in one variable.</p> <p>Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p>
B	2	Polynomials	1	Exchange Ideas: Polynomials	CCSS.Math.Content.HSA-SSE.A.1a	<p>Interpret the structure of expressions</p> <p>Interpret expressions that represent a quantity in terms of its context</p> <p>Interpret parts of an expression, such as terms, factors, and coefficients.</p>
B	2	Polynomials	1	Exchange Ideas: Polynomials	CCSS.Math.Content.HSA-SSE.B.3a	<p>Write expressions in equivalent forms to solve problems</p> <p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <p>Factor a quadratic expression to reveal the zeros of the function it defines.</p>
B	2	Polynomials	1	Exchange Ideas: Polynomials	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
B	2	Polynomials	2	Overview of Polynomials	CCSS.Math.Content.6.EE.A.2b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
B	2	Polynomials	2	Overview of Polynomials	CCSS.Math.Content.HSA-APR.A.1	<p>Perform arithmetic operations on polynomials</p> <p>Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p>
B	2	Polynomials	3	Add and Subtract Polynomials	CCSS.Math.Content.HSA-APR.A.1	<p>Perform arithmetic operations on polynomials</p> <p>Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p>
B	2	Polynomials	3	Add and Subtract Polynomials	CCSS.Math.Content.HSA-SSE.A.1a	<p>Interpret the structure of expressions</p> <p>Interpret expressions that represent a quantity in terms of its context</p> <p>Interpret parts of an expression, such as terms, factors, and coefficients.</p>
B	2	Polynomials	3	Add and Subtract Polynomials	CCSS.Math.Content.HSN-RN.A.2	<p>Extend the properties of exponents to rational exponents.</p> <p>Rewrite expressions involving radicals and rational exponents using the properties of exponents.</p>
B	2	Polynomials	4	Multiply with Monomials	CCSS.Math.Content.HSA-APR.A.1	<p>Perform arithmetic operations on polynomials</p> <p>Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p>

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B	2	Polynomials	4	Multiply with Monomials	CCSS.Math.Content.HSA-SSE.A.1a	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret parts of an expression, such as terms, factors, and coefficients.
B	2	Polynomials	5	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	2	Polynomials	6	Multiply Polynomials	CCSS.Math.Content.HSA-APR.A.1	Perform arithmetic operations on polynomials Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
B	2	Polynomials	6	Multiply Polynomials	CCSS.Math.Content.HSA-SSE.A.1a	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret parts of an expression, such as terms, factors, and coefficients.
B	2	Polynomials	7	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	2	Polynomials	8	Common Factors of Polynomials	CCSS.Math.Content.HSA-SSE.A.2	Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.
B	2	Polynomials	8	Common Factors of Polynomials	CCSS.Math.Content.HSN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.
B	2	Polynomials	9	Factor Perfect Squares	CCSS.Math.Content.7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
B	2	Polynomials	9	Factor Perfect Squares	CCSS.Math.Content.HSA-SSE.A.2	Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.
B	2	Polynomials	10	Factor Differences of Squares	CCSS.Math.Content.HSA-SSE.A.2	Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.
B	2	Polynomials	11	Factor Quadratic Trinomials	CCSS.Math.Content.7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
B	2	Polynomials	11	Factor Quadratic Trinomials	CCSS.Math.Content.HSA-SSE.A.2	Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.

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B	2	Polynomials	12	Find Roots of a Polynomial	CCSS.Math.Content.HSA-APR.B.3	Understand the relationship between zeros and factors of polynomials Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
B	2	Polynomials	12	Find Roots of a Polynomial	CCSS.Math.Content.HSA-REI.B.4b	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .
B	2	Polynomials	12	Find Roots of a Polynomial	CCSS.Math.Content.HSA-SSE.A.2	Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.
B	2	Polynomials	12	Find Roots of a Polynomial	CCSS.Math.Content.HSA-SSE.B.3a	Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Factor a quadratic expression to reveal the zeros of the function it defines.
B	2	Polynomials	13	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> Revisit Review activities located before each quiz in the unit Look at the Summary activities in each lesson Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems they did not fully understand
B	2	Polynomials	14	Unit Test	Multiple	All assessed standards covered in this unit
B	3	Quadratic Equations	1	Exchange Ideas: Quadratic Equations	CCSS.Math.Content.HSA-REI.B.4a	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
B	3	Quadratic Equations	1	Exchange Ideas: Quadratic Equations	CCSS.Math.Content.HSA-REI.B.4b	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .
B	3	Quadratic Equations	2	Solve Perfect Square Equations	CCSS.Math.Content.8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

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B	3	Quadratic Equations	2	Solve Perfect Square Equations	CCSS.Math.Content.HSA-REI.B.4a	<p>Solve equations and inequalities in one variable</p> <p>Solve quadratic equations in one variable.</p> <p>Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.</p>
B	3	Quadratic Equations	2	Solve Perfect Square Equations	CCSS.Math.Content.HSA-REI.B.4b	<p>Solve equations and inequalities in one variable</p> <p>Solve quadratic equations in one variable.</p> <p>Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p>
B	3	Quadratic Equations	2	Solve Perfect Square Equations	CCSS.Math.Content.HSN-CN.C.7	<p>Use complex numbers in polynomial identities and equations.</p> <p>Solve quadratic equations with real coefficients that have complex solutions.</p>
B	3	Quadratic Equations	3	Complete the Square	CCSS.Math.Content.HSA-REI.B.4a	<p>Solve equations and inequalities in one variable</p> <p>Solve quadratic equations in one variable.</p> <p>Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.</p>
B	3	Quadratic Equations	3	Complete the Square	CCSS.Math.Content.HSA-REI.B.4b	<p>Solve equations and inequalities in one variable</p> <p>Solve quadratic equations in one variable.</p> <p>Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p>
B	3	Quadratic Equations	3	Complete the Square	CCSS.Math.Content.HSA-SSE.A.2	<p>Interpret the structure of expressions</p> <p>Use the structure of an expression to identify ways to rewrite it.</p>
B	3	Quadratic Equations	3	Complete the Square	CCSS.Math.Content.HSN-CN.C.7	<p>Use complex numbers in polynomial identities and equations.</p> <p>Solve quadratic equations with real coefficients that have complex solutions.</p>
B	3	Quadratic Equations	4	The Quadratic Formula	CCSS.Math.Content.8.EE.A.2	<p>Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.</p>
B	3	Quadratic Equations	4	The Quadratic Formula	CCSS.Math.Content.HSA-REI.B.4a	<p>Solve equations and inequalities in one variable</p> <p>Solve quadratic equations in one variable.</p> <p>Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.</p>

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B	3	Quadratic Equations	4	The Quadratic Formula	CCSS.Math.Content.HSA-REI.B.4b Solve equations and inequalities in one variable Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .
B	3	Quadratic Equations	4	The Quadratic Formula	CCSS.Math.Content.HSN-CN.C.7 Use complex numbers in polynomial identities and equations. Solve quadratic equations with real coefficients that have complex solutions.
B	3	Quadratic Equations	5	The Discriminant	CCSS.Math.Content.HSA-REI.B.4a Solve equations and inequalities in one variable Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
B	3	Quadratic Equations	5	The Discriminant	CCSS.Math.Content.HSA-REI.B.4b Solve equations and inequalities in one variable Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .
B	3	Quadratic Equations	5	The Discriminant	CCSS.Math.Content.HSN-CN.C.7 Use complex numbers in polynomial identities and equations. Solve quadratic equations with real coefficients that have complex solutions.
B	3	Quadratic Equations	6	Your Choice	N/A Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	3	Quadratic Equations	7	Solve Quadratic Equations	CCSS.Math.Content.8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions.
B	3	Quadratic Equations	7	Solve Quadratic Equations	CCSS.Math.Content.HSA-REI.B.4a Solve equations and inequalities in one variable Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.

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B	3	Quadratic Equations	7	Solve Quadratic Equations	CCSS.Math.Content.HSA-REI.B.4b Solve equations and inequalities in one variable Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .
B	3	Quadratic Equations	7	Solve Quadratic Equations	CCSS.Math.Content.HSN-CN.C.7 Use complex numbers in polynomial identities and equations. Solve quadratic equations with real coefficients that have complex solutions.
B	3	Quadratic Equations	8	Formulas with Quadratics	CCSS.Math.Content.HSA-CED.A.4 Create equations that describe numbers or relationships Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
B	3	Quadratic Equations	8	Formulas with Quadratics	CCSS.Math.Content.HSA-SSE.A.2 Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.
B	3	Quadratic Equations	9	Applications: Quadratic Equations	CCSS.Math.Content.HSA-CED.A.1 Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
B	3	Quadratic Equations	9	Applications: Quadratic Equations	CCSS.Math.Content.HSA-REI.B.4a Solve equations and inequalities in one variable Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
B	3	Quadratic Equations	9	Applications: Quadratic Equations	CCSS.Math.Content.HSA-SSE.A.1a Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret parts of an expression, such as terms, factors, and coefficients.
B	3	Quadratic Equations	9	Applications: Quadratic Equations	CCSS.Math.Content.HSA-SSE.A.1b Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret complicated expressions by viewing one or more of their parts as a single entity.
B	3	Quadratic Equations	9	Applications: Quadratic Equations	CCSS.Math.Content.HSA-SSE.A.2 Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.
B	3	Quadratic Equations	9	Applications: Quadratic Equations	CCSS.Math.Content.HSN-CN.C.7 Use complex numbers in polynomial identities and equations. Solve quadratic equations with real coefficients that have complex solutions.

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B	3	Quadratic Equations	10	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> Revisit Review activities located before each quiz in the unit Look at the Summary activities in each lesson Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems they did not fully understand
B	3	Quadratic Equations	11	Unit Test	Multiple	All assessed standards covered in this unit
B	4	Quadratic Functions	1	Exchange Ideas: Quadratic Functions	CCSS.Math.Content.HSA-SSE.B.3	Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
B	4	Quadratic Functions	1	Exchange Ideas: Quadratic Functions	CCSS.Math.Content.HSA-SSE.B.3a	Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Factor a quadratic expression to reveal the zeros of the function it defines.
B	4	Quadratic Functions	1	Exchange Ideas: Quadratic Functions	CCSS.Math.Content.HSA-SSE.B.3b	Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
B	4	Quadratic Functions	1	Exchange Ideas: Quadratic Functions	CCSS.Math.Content.HSF-BF.A.1b	Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Combine standard function types using arithmetic operations.
B	4	Quadratic Functions	1	Exchange Ideas: Quadratic Functions	CCSS.Math.Content.HSF-IF.C.8a	Analyze functions using different representations Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
B	4	Quadratic Functions	1	Exchange Ideas: Quadratic Functions	CCSS.Math.Content.HSF-LE.A.2	Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
B	4	Quadratic Functions	2	Standard Form of a Quadratic Function	CCSS.Math.Content.8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
B	4	Quadratic Functions	2	Standard Form of a Quadratic Function	CCSS.Math.Content.HSF-BF.A.1b	Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Combine standard function types using arithmetic operations.

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B	4	Quadratic Functions	2	Standard Form of a Quadratic Function	CCSS.Math.Content.HSF-IF.C.7a	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph linear and quadratic functions and show intercepts, maxima, and minima.
B	4	Quadratic Functions	2	Standard Form of a Quadratic Function	CCSS.Math.Content.HSF-LE.A.2	Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
B	4	Quadratic Functions	3	Other Forms of a Quadratic Function	CCSS.Math.Content.HSA.APR.B.3	Understand the relationship between zeros and factors of polynomials Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
B	4	Quadratic Functions	3	Other Forms of a Quadratic Function	CCSS.Math.Content.HSF-BF.A.1b	Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Combine standard function types using arithmetic operations.
B	4	Quadratic Functions	3	Other Forms of a Quadratic Function	CCSS.Math.Content.HSF-IF.C.7a	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph linear and quadratic functions and show intercepts, maxima, and minima.
B	4	Quadratic Functions	3	Other Forms of a Quadratic Function	CCSS.Math.Content.HSF-LE.A.2	Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
B	4	Quadratic Functions	4	Convert Between Forms	CCSS.Math.Content.HSA.APR.B.3	Understand the relationship between zeros and factors of polynomials Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
B	4	Quadratic Functions	4	Convert Between Forms	CCSS.Math.Content.HSA-REI.B.4a	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
B	4	Quadratic Functions	4	Convert Between Forms	CCSS.Math.Content.HSA-SSE.B.3	Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

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B	4	Quadratic Functions	4	Convert Between Forms	CCSS.Math.Content.HSA-SSE.B.3a	<p>Write expressions in equivalent forms to solve problems</p> <p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <p>Factor a quadratic expression to reveal the zeros of the function it defines.</p>
B	4	Quadratic Functions	4	Convert Between Forms	CCSS.Math.Content.HSA-SSE.B.3b	<p>Write expressions in equivalent forms to solve problems</p> <p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <p>Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p>
B	4	Quadratic Functions	4	Convert Between Forms	CCSS.Math.Content.HSF-BF.A.1b	<p>Build a function that models a relationship between two quantities</p> <p>Write a function that describes a relationship between two quantities</p> <p>Combine standard function types using arithmetic operations.</p>
B	4	Quadratic Functions	4	Convert Between Forms	CCSS.Math.Content.HSF-IF.C.8a	<p>Analyze functions using different representations</p> <p>Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p>
B	4	Quadratic Functions	4	Convert Between Forms	CCSS.Math.Content.HSF-LE.A.2	<p>Construct and compare linear, quadratic, and exponential models and solve problems</p> <p>Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p>
B	4	Quadratic Functions	5	Your Choice	N/A	<p>Students may use this lesson time to do any of the following:</p> <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	4	Quadratic Functions	6	Transform Quadratic Functions	CCSS.Math.Content.HSF-BF.A.1b	<p>Build a function that models a relationship between two quantities</p> <p>Write a function that describes a relationship between two quantities</p> <p>Combine standard function types using arithmetic operations.</p>
B	4	Quadratic Functions	6	Transform Quadratic Functions	CCSS.Math.Content.HSF-BF.B.3	<p>Build new functions from existing functions</p> <p>Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>

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B	4	Quadratic Functions	6	Transform Quadratic Functions	CCSS.Math.Content.HSF-LE.A.2	Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
B	4	Quadratic Functions	7	Quadratic Rates of Change	CCSS.Math.Content.8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
B	4	Quadratic Functions	7	Quadratic Rates of Change	CCSS.Math.Content.HSF-BF.A.1b	Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Combine standard function types using arithmetic operations.
B	4	Quadratic Functions	7	Quadratic Rates of Change	CCSS.Math.Content.HSF-IF.B.6	Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
B	4	Quadratic Functions	7	Quadratic Rates of Change	CCSS.Math.Content.HSF-LE.A.2	Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
B	4	Quadratic Functions	7	Quadratic Rates of Change	CCSS.Math.Content.HSF-LE.A.3	Construct and compare linear, quadratic, and exponential models and solve problems Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
B	4	Quadratic Functions	8	Linear and Quadratic Systems	CCSS.Math.Content.HSA-CED.A.4	Create equations that describe numbers or relationships Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
B	4	Quadratic Functions	8	Linear and Quadratic Systems	CCSS.Math.Content.HSA-REI.C.7	Solve systems of equations Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.
B	4	Quadratic Functions	9	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	4	Quadratic Functions	10	Model with Quadratic Functions	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

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B	4	Quadratic Functions	10	Model with Quadratic Functions	CCSS.Math.Content.HSA-REI.B.4b Solve equations and inequalities in one variable Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .
B	4	Quadratic Functions	10	Model with Quadratic Functions	CCSS.Math.Content.HSF-BF.A.1b Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Combine standard function types using arithmetic operations.
B	4	Quadratic Functions	10	Model with Quadratic Functions	CCSS.Math.Content.HSF-LE.A.2 Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
B	4	Quadratic Functions	11	Interpret Quadratic Function Graphs	CCSS.Math.Content.HSA-SSE.A.1a Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret parts of an expression, such as terms, factors, and coefficients.
B	4	Quadratic Functions	11	Interpret Quadratic Function Graphs	CCSS.Math.Content.HSF-BF.A.1b Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Combine standard function types using arithmetic operations.
B	4	Quadratic Functions	11	Interpret Quadratic Function Graphs	CCSS.Math.Content.HSF-IF.B.4 Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
B	4	Quadratic Functions	11	Interpret Quadratic Function Graphs	CCSS.Math.Content.HSF-LE.A.2 Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
B	4	Quadratic Functions	12	Unit Review	N/A Students may use this lesson time to do any of the following: •Revisit Review activities located before each quiz in the unit •Look at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
B	4	Quadratic Functions	13	Unit Test	Multiple All assessed standards covered in this unit

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B	5	Univariate Data	1	Exchange Ideas: Univariate Data	CCSS.Math.Content.HSS-ID.A.2	Summarize, represent, and interpret data on a single count or measurement variable Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
B	5	Univariate Data	2	Measures of Center	CCSS.Math.Content.6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots. Reason quantitatively and use units to solve problems.
B	5	Univariate Data	2	Measures of Center	CCSS.Math.Content.HSN-Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
B	5	Univariate Data	2	Measures of Center	CCSS.Math.Content.HSS-ID.A.2	Summarize, represent, and interpret data on a single count or measurement variable Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
B	5	Univariate Data	3	Frequency Distributions	CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	5	Univariate Data	3	Frequency Distributions	CCSS.Math.Content.HSS-ID.A.2	Summarize, represent, and interpret data on a single count or measurement variable Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
B	5	Univariate Data	4	Box-and-Whisker Plots	CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	5	Univariate Data	5	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	5	Univariate Data	6	Measures of Spread	CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	5	Univariate Data	6	Measures of Spread	CCSS.Math.Content.HSS-ID.A.2	Summarize, represent, and interpret data on a single count or measurement variable Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

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B	5	Univariate Data	7	Appropriate Measures	CCSS.Math.Content.HSS-ID.A.2	Summarize, represent, and interpret data on a single count or measurement variable Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
B	5	Univariate Data	7	Appropriate Measures	CCSS.Math.Content.HSS-ID.A.3	Summarize, represent, and interpret data on a single count or measurement variable Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
B	5	Univariate Data	8	Extended Problems: Compare Data Sets	CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	5	Univariate Data	8	Extended Problems: Compare Data Sets	CCSS.Math.Content.HSS-ID.A.2	Summarize, represent, and interpret data on a single count or measurement variable Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
B	5	Univariate Data	9	Fences and Outliers	CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	5	Univariate Data	9	Fences and Outliers	CCSS.Math.Content.HSS-ID.A.2	Summarize, represent, and interpret data on a single count or measurement variable Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
B	5	Univariate Data	9	Fences and Outliers	CCSS.Math.Content.HSS-ID.A.3	Summarize, represent, and interpret data on a single count or measurement variable Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
B	5	Univariate Data	10	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> •Revisit Review activities located before each quiz in the unit •Look at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
B	5	Univariate Data	11	Unit Test	Multiple	All assessed standards covered in this unit
B	6	Bivariate Data	1	Exchange Ideas: Bivariate Data	CCSS.Math.Content.HSS-ID.C.9	Interpret linear models Distinguish between correlation and causation.

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B	6	Bivariate Data	2	Make Two-Way Tables	CCSS.Math.Content.HSA-REI.D.11	<p>Represent and solve equations and inequalities graphically</p> <p>Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p>
B	6	Bivariate Data	2	Make Two-Way Tables	CCSS.Math.Content.HSS-ID.A.1	<p>Summarize, represent, and interpret data on a single count or measurement variable</p> <p>Represent data with plots on the real number line (dot plots, histograms, and box plots).</p>
B	6	Bivariate Data	2	Make Two-Way Tables	CCSS.Math.Content.HSS-ID.B.5	<p>Summarize, represent, and interpret data on two categorical and quantitative variables</p> <p>Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.</p>
B	6	Bivariate Data	3	Interpret Two-Way Tables	CCSS.Math.Content.HSS-ID.A.1	<p>Summarize, represent, and interpret data on a single count or measurement variable</p> <p>Represent data with plots on the real number line (dot plots, histograms, and box plots).</p>
B	6	Bivariate Data	3	Interpret Two-Way Tables	CCSS.Math.Content.HSS-ID.B.5	<p>Summarize, represent, and interpret data on two categorical and quantitative variables</p> <p>Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.</p>
B	6	Bivariate Data	4	Scatter Plots	CCSS.Math.Content.HSF-LE.A.2	<p>Construct and compare linear, quadratic, and exponential models and solve problems</p> <p>Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p>
B	6	Bivariate Data	4	Scatter Plots	CCSS.Math.Content.HSS-ID.B.6a	<p>Summarize, represent, and interpret data on two categorical and quantitative variables</p> <p>Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>Fit a function to the data; use functions fitted to data to solve problems in the context of the data.</p>
B	6	Bivariate Data	4	Scatter Plots	CCSS.Math.Content.HSS-ID.B.6b	<p>Summarize, represent, and interpret data on two categorical and quantitative variables</p> <p>Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>Informally assess the fit of a function by plotting and analyzing residuals.</p>

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B	6	Bivariate Data	4	Scatter Plots	CCSS.Math.Content.HSS-ID.B.6c	Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a linear function for a scatter plot that suggests a linear association.
B	6	Bivariate Data	5	Association	CCSS.Math.Content.8.SP.A.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
B	6	Bivariate Data	5	Association	CCSS.Math.Content.HSS-ID.C.8	Interpret linear models Compute (using technology) and interpret the correlation coefficient of a linear fit.
B	6	Bivariate Data	6	The Correlation Coefficient	CCSS.Math.Content.HSS-ID.C.8	Interpret linear models Compute (using technology) and interpret the correlation coefficient of a linear fit.
B	6	Bivariate Data	6	The Correlation Coefficient	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
B	6	Bivariate Data	7	Correlation and Causation	CCSS.Math.Content.8.SP.A.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
B	6	Bivariate Data	7	Correlation and Causation	CCSS.Math.Content.HSS-ID.C.9	Interpret linear models Distinguish between correlation and causation.
B	6	Bivariate Data	8	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	6	Bivariate Data	9	Fit a Line to Data	CCSS.Math.Content.8.SP.A.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
B	6	Bivariate Data	9	Fit a Line to Data	CCSS.Math.Content.HSS-ID.B.6a	Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
B	6	Bivariate Data	9	Fit a Line to Data	CCSS.Math.Content.HSS-ID.C.7	Interpret linear models Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

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B	6	Bivariate Data	10	Least Squares Regression	CCSS.Math.Content.HSS-ID.B.6a Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
B	6	Bivariate Data	10	Least Squares Regression	CCSS.Math.Content.HSS-ID.C.7 Interpret linear models Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
B	6	Bivariate Data	11	Quadratic Regression Models	CCSS.Math.Content.HSF-IF.B.6 Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
B	6	Bivariate Data	11	Quadratic Regression Models	CCSS.Math.Content.HSS-ID.B.6a Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
B	6	Bivariate Data	12	Exponential Regression Models	CCSS.Math.Content.HSS-ID.B.6a Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
B	6	Bivariate Data	13	Residuals	CCSS.Math.Content.8.F.A.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
B	6	Bivariate Data	13	Residuals	CCSS.Math.Content.HSS-ID.B.6a Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
B	6	Bivariate Data	13	Residuals	CCSS.Math.Content.HSS-ID.B.6b Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Informally assess the fit of a function by plotting and analyzing residuals.

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B	6	Bivariate Data	14	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> Revisit Review activities located before each quiz in the unit Book at the Summary activities in each lesson Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems they did not fully understand
B	6	Bivariate Data	15	Unit Test	Multiple	All assessed standards covered in this unit
B	7	Project: Sports Statistics	1	Project Research	CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	7	Project: Sports Statistics	1	Project Research	CCSS.Math.Content.HSS-ID.B.6a	Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
B	7	Project: Sports Statistics	1	Project Research	CCSS.Math.Content.HSS-ID.C.7	Interpret linear models Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
B	7	Project: Sports Statistics	1	Project Research	CCSS.Math.Content.HSS-ID.C.8	Interpret linear models Compute (using technology) and interpret the correlation coefficient of a linear fit.
B	7	Project: Sports Statistics	1	Project Research	CCSS.Math.Content.HSS-ID.C.9	Interpret linear models Distinguish between correlation and causation.
B	7	Project: Sports Statistics	2	Project Writing 1	CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	7	Project: Sports Statistics	2	Project Writing 1	CCSS.Math.Content.HSS-ID.B.6a	Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
B	7	Project: Sports Statistics	2	Project Writing 1	CCSS.Math.Content.HSS-ID.C.7	Interpret linear models Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
B	7	Project: Sports Statistics	2	Project Writing 1	CCSS.Math.Content.HSS-ID.C.8	Interpret linear models Compute (using technology) and interpret the correlation coefficient of a linear fit.
B	7	Project: Sports Statistics	2	Project Writing 1	CCSS.Math.Content.HSS-ID.C.9	Interpret linear models Distinguish between correlation and causation.

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B	7	Project: Sports Statistics	3	Project Writing 2	CCSS.Math.Content.HSS-ID.A.1 Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	7	Project: Sports Statistics	3	Project Writing 2	CCSS.Math.Content.HSS-ID.B.6a Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
B	7	Project: Sports Statistics	3	Project Writing 2	CCSS.Math.Content.HSS-ID.C.7 Interpret linear models Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
B	7	Project: Sports Statistics	3	Project Writing 2	CCSS.Math.Content.HSS-ID.C.8 Interpret linear models Compute (using technology) and interpret the correlation coefficient of a linear fit.
B	7	Project: Sports Statistics	3	Project Writing 2	CCSS.Math.Content.HSS-ID.C.9 Interpret linear models Distinguish between correlation and causation.
B	7	Project: Sports Statistics	4	Project Writing 3	CCSS.Math.Content.HSS-ID.A.1 Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	7	Project: Sports Statistics	4	Project Writing 3	CCSS.Math.Content.HSS-ID.B.6a Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
B	7	Project: Sports Statistics	4	Project Writing 3	CCSS.Math.Content.HSS-ID.C.7 Interpret linear models Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
B	7	Project: Sports Statistics	4	Project Writing 3	CCSS.Math.Content.HSS-ID.C.8 Interpret linear models Compute (using technology) and interpret the correlation coefficient of a linear fit.
B	7	Project: Sports Statistics	4	Project Writing 3	CCSS.Math.Content.HSS-ID.C.9 Interpret linear models Distinguish between correlation and causation.
B	7	Project: Sports Statistics	5	Project Reflection	CCSS.Math.Content.HSS-ID.A.1 Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).

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B	7	Project: Sports Statistics	5	Project Reflection	CCSS.Math.Content.HSS-ID.B.6a	Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
B	7	Project: Sports Statistics	5	Project Reflection	CCSS.Math.Content.HSS-ID.C.7	Interpret linear models Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
B	7	Project: Sports Statistics	5	Project Reflection	CCSS.Math.Content.HSS-ID.C.8	Interpret linear models Compute (using technology) and interpret the correlation coefficient of a linear fit.
B	7	Project: Sports Statistics	5	Project Reflection	CCSS.Math.Content.HSS-ID.C.9	Interpret linear models Distinguish between correlation and causation.
B	8	Algebra 1 Semester A and B Assessments	1	Semester A Test, Parts 1 and 2	Multiple	All assessed standards covered by this point in the course
B	8	Algebra 1 Semester A and B Assessments	2	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	8	Algebra 1 Semester A and B Assessments	3	Semester B Test, Parts 1 and 2	Multiple	All assessed standards covered by this point in the course
B	8	Algebra 1 Semester A and B Assessments	4	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson



**Common Core High School Math Standards
Attachment 28 - ACAD
Compared to MTH208 Summit Geometry**



Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Basic Tools and Transformations	1	Exchange Ideas: Basic Tools and Transformations	CCSS.Math.Content.HSG-CO.A.1	Experiment with transformations in the plane Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
A	1	Basic Tools and Transformations	2	Basic Geometric Terms and Definitions 1	CCSS.Math.Content.6.NS.C.6c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
A	1	Basic Tools and Transformations	2	Basic Geometric Terms and Definitions 1	CCSS.Math.Content.HSG-C.A.4	Understand and apply theorems about circles (+) Construct a tangent line from a point outside a given circle to the circle.
A	1	Basic Tools and Transformations	2	Basic Geometric Terms and Definitions 1	CCSS.Math.Content.HSG-CO.A.1	Experiment with transformations in the plane Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
A	1	Basic Tools and Transformations	3	Basic Geometric Terms and Definitions 2	CCSS.Math.Content.HSG-CO.A.1	Experiment with transformations in the plane Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
A	1	Basic Tools and Transformations	4	Measure Length	CCSS.Math.Content.7.NS.A.1c	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
A	1	Basic Tools and Transformations	4	Measure Length	CCSS.Math.Content.8.G.A.1a	Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and translations: Lines are taken to lines, and line segments to line segments of the same length.
A	1	Basic Tools and Transformations	4	Measure Length	CCSS.Math.Content.HSG-CO.A.1	Experiment with transformations in the plane Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
A	1	Basic Tools and Transformations	4	Measure Length	CCSS.Math.Content.HSG-GMD.A.3	Explain volume formulas and use them to solve problems Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
A	1	Basic Tools and Transformations	5	Measure Angles	CCSS.Math.Content.7.G.A.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

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A	1	Basic Tools and Transformations	5	Measure Angles	Math.Content.7.G.B.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
A	1	Basic Tools and Transformations	5	Measure Angles	CCSS.Math.Content.8.G.A.1b	Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and translations: Angles are taken to angles of the same measure.
A	1	Basic Tools and Transformations	5	Measure Angles	CCSS.Math.Content.8.G.A.5	Understand congruence and similarity using physical models, transparencies, or geometry software. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
A	1	Basic Tools and Transformations	5	Measure Angles	CCSS.Math.Content.HSG-CO.A.1	Experiment with transformations in the plane Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
A	1	Basic Tools and Transformations	6	Transformations 1	CCSS.Math.Content.8.G.A.1	Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and translations:
A	1	Basic Tools and Transformations	6	Transformations 1	CCSS.Math.Content.HSG-CO.A.2	Experiment with transformations in the plane Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
A	1	Basic Tools and Transformations	6	Transformations 1	CCSS.Math.Content.HSG-CO.A.3	Experiment with transformations in the plane Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
A	1	Basic Tools and Transformations	6	Transformations 1	CCSS.Math.Content.HSG-CO.A.4	Experiment with transformations in the plane Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
A	1	Basic Tools and Transformations	6	Transformations 1	CCSS.Math.Content.HSG-CO.A.5	Experiment with transformations in the plane Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
A	1	Basic Tools and Transformations	7	Transformations 2	CCSS.Math.Content.8.G.A.1	Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and translations:

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A	1	Basic Tools and Transformations	7	Transformations 2	CCSS.Math.Content.HSG-CO.A.2 Experiment with transformations in the plane Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
A	1	Basic Tools and Transformations	7	Transformations 2	CCSS.Math.Content.HSG-CO.A.3 Experiment with transformations in the plane Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
A	1	Basic Tools and Transformations	7	Transformations 2	CCSS.Math.Content.HSG-CO.A.4 Experiment with transformations in the plane Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
A	1	Basic Tools and Transformations	7	Transformations 2	CCSS.Math.Content.HSG-CO.A.5 Experiment with transformations in the plane Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
A	1	Basic Tools and Transformations	8	Discuss: Transformations	CCSS.Math.Content.8.G.A.1 Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and translations:
A	1	Basic Tools and Transformations	8	Discuss: Transformations	CCSS.Math.Content.HSG-CO.A.5 Experiment with transformations in the plane Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
A	1	Basic Tools and Transformations	9	Your Choice	N/A Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
A	1	Basic Tools and Transformations	10	Use Algebra to Describe Geometry 1	CCSS.Math.Content.HSG-CO.A.2 Experiment with transformations in the plane Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
A	1	Basic Tools and Transformations	10	Use Algebra to Describe Geometry 1	CCSS.Math.Content.HSG-CO.A.4 Experiment with transformations in the plane Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

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A	1	Basic Tools and Transformations	11	Use Algebra to Describe Geometry 2	CCSS.Math.Content.HSG-CO.A.4	Experiment with transformations in the plane Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
A	1	Basic Tools and Transformations	11	Use Algebra to Describe Geometry 2	CCSS.Math.Content.HSG-CO.A.5	Experiment with transformations in the plane Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
A	1	Basic Tools and Transformations	12	Polygons and Symmetry 1	CCSS.Math.Content.5.G.B.4	Classify two-dimensional figures into categories based on their properties. Classify two-dimensional figures in a hierarchy based on properties.
A	1	Basic Tools and Transformations	12	Polygons and Symmetry 1	CCSS.Math.Content.7.NS.A.1c	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
A	1	Basic Tools and Transformations	12	Polygons and Symmetry 1	CCSS.Math.Content.8.G.A.5	Understand congruence and similarity using physical models, transparencies, or geometry software. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
A	1	Basic Tools and Transformations	12	Polygons and Symmetry 1	CCSS.Math.Content.HSG-CO.C.10	Prove geometric theorems Prove theorems about triangles.
A	1	Basic Tools and Transformations	12	Polygons and Symmetry 1	CCSS.Math.Content.HSG-CO.C.11	Prove geometric theorems Prove theorems about parallelograms.
A	1	Basic Tools and Transformations	12	Polygons and Symmetry 1	CCSS.Math.Content.HSG-GMD.B.4	Visualize relationships between two-dimensional and three-dimensional objects Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
A	1	Basic Tools and Transformations	13	Polygons and Symmetry 2	CCSS.Math.Content.HSG-CO.A.2	Experiment with transformations in the plane Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
A	1	Basic Tools and Transformations	13	Polygons and Symmetry 2	CCSS.Math.Content.HSG-CO.A.3	Experiment with transformations in the plane Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
A	1	Basic Tools and Transformations	14	Dilations	CCSS.Math.Content.8.G.A.1	Understand congruence and similarity using physical models, transparencies, or geometry software. Verify experimentally the properties of rotations, reflections, and dilations:

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A	1	Basic Tools and Transformations	14	Dilations	CCSS.Math.Content.HSG-CO.A.2	Experiment with transformations in the plane Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
A	1	Basic Tools and Transformations	14	Dilations	CCSS.Math.Content.HSG-CO.A.4	Experiment with transformations in the plane Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
A	1	Basic Tools and Transformations	14	Dilations	CCSS.Math.Content.HSG-SRT.A.1a	Understand similarity in terms of similarity transformations Verify experimentally the properties of dilations given by a center and a scale factor: A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
A	1	Basic Tools and Transformations	14	Dilations	CCSS.Math.Content.HSG-SRT.A.1b	Understand similarity in terms of similarity transformations Verify experimentally the properties of dilations given by a center and a scale factor: The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
A	1	Basic Tools and Transformations	15	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> Revisit Review activities located before each quiz in the unit Look at the Summary activities in each lesson Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems they did not fully understand
A	1	Basic Tools and Transformations	16	Unit Test	Multiple	All assessed standards covered in this unit
A	2	Reasoning and Proof	1	Exchange Ideas: Reasoning and Proof	CCSS.Math.Content.HSG-CO.C.9	Prove geometric theorems Prove theorems about lines and angles.
A	2	Reasoning and Proof	2	Reasoning 1	CCSS.Math.Content.8.G.A.5	Understand congruence and similarity using physical models, transparencies, or geometry software. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
A	2	Reasoning and Proof	2	Reasoning 1	CCSS.Math.Content.HSG-CO.C.10	Prove geometric theorems Prove theorems about triangles.
A	2	Reasoning and Proof	2	Reasoning 1	CCSS.Math.Content.HSG-CO.C.11	Prove geometric theorems Prove theorems about parallelograms.
A	2	Reasoning and Proof	2	Reasoning 1	CCSS.Math.Content.HSG-CO.C.9	Prove geometric theorems Prove theorems about lines and angles.
A	2	Reasoning and Proof	2	Reasoning 1	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.

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A	2	Reasoning and Proof	3	Reasoning 2	CCSS.ELA-Literacy.W.8.1c Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
A	2	Reasoning and Proof	3	Reasoning 2	CCSS.Math.Content.HSG-CO.C.10 Prove geometric theorems Prove theorems about triangles.
A	2	Reasoning and Proof	3	Reasoning 2	CCSS.Math.Content.HSG-CO.C.11 Prove geometric theorems Prove theorems about parallelograms.
A	2	Reasoning and Proof	3	Reasoning 2	CCSS.Math.Content.HSG-CO.C.9 Prove geometric theorems Prove theorems about lines and angles.
A	2	Reasoning and Proof	3	Reasoning 2	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
A	2	Reasoning and Proof	4	Reasoning 3	CCSS.ELA-Literacy.W.8.1e Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.
A	2	Reasoning and Proof	4	Reasoning 3	CCSS.Math.Content.HSG-CO.C.10 Prove geometric theorems Prove theorems about triangles.
A	2	Reasoning and Proof	4	Reasoning 3	CCSS.Math.Content.HSG-CO.C.11 Prove geometric theorems Prove theorems about parallelograms.
A	2	Reasoning and Proof	4	Reasoning 3	CCSS.Math.Content.HSG-CO.C.9 Prove geometric theorems Prove theorems about lines and angles.
A	2	Reasoning and Proof	4	Reasoning 3	CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.
A	2	Reasoning and Proof	5	Your Choice	N/A Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
A	2	Reasoning and Proof	6	Styles of Proofs	CCSS.Math.Content.8.EE.C.7b Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	2	Reasoning and Proof	6	Styles of Proofs	CCSS.Math.Content.HSG-CO.C.10 Prove geometric theorems Prove theorems about triangles.
A	2	Reasoning and Proof	6	Styles of Proofs	CCSS.Math.Content.HSG-CO.C.11 Prove geometric theorems Prove theorems about parallelograms.

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A	2	Reasoning and Proof	6	Styles of Proofs	Math.Content.H SG-CO.C.9	Prove geometric theorems Prove theorems about lines and angles.
A	2	Reasoning and Proof	6	Styles of Proofs	CCSS.Math.Practice. MP7	Look for and make use of structure.
A	2	Reasoning and Proof	7	Algebraic Proof	CCSS.Math.Content.8 .EE.C.7b	Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	2	Reasoning and Proof	7	Algebraic Proof	CCSS.Math.Content.H SA-REI.A.1	Understand solving equations as a process of reasoning and explain the reasoning Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
A	2	Reasoning and Proof	7	Algebraic Proof	CCSS.Math.Content.H SG-CO.C.9	Prove geometric theorems Prove theorems about lines and angles.
A	2	Reasoning and Proof	8	Geometric Two-Column Proof	CCSS.Math.Content.8 .G.A.5	Understand congruence and similarity using physical models, transparencies, or geometry software. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
A	2	Reasoning and Proof	8	Geometric Two-Column Proof	CCSS.Math.Content.H SG-CO.C.10	Prove geometric theorems Prove theorems about triangles.
A	2	Reasoning and Proof	8	Geometric Two-Column Proof	CCSS.Math.Content.H SG-CO.C.11	Prove geometric theorems Prove theorems about parallelograms.
A	2	Reasoning and Proof	8	Geometric Two-Column Proof	CCSS.Math.Content.H SG-CO.C.9	Prove geometric theorems Prove theorems about lines and angles.
A	2	Reasoning and Proof	9	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> Revisit Review activities located before each quiz in the unit Look at the Summary activities in each lesson Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems they did not fully understand
A	2	Reasoning and Proof	10	Unit Test	Multiple	All assessed standards covered in this unit
A	3	Congruence and Constructions	1	Exchange Ideas: Congruence and Constructions	CCSS.Math.Content.H SG-CO.B.7	Understand congruence in terms of rigid motions Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

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A	3	Congruence and Constructions	1	Exchange Ideas: Congruence and Constructions	CCSS.Math.Content.HSG-CO.B.8	Understand congruence in terms of rigid motions Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
A	3	Congruence and Constructions	1	Exchange Ideas: Congruence and Constructions	CCSS.Math.Content.HSG-CO.C.9	Prove geometric theorems Prove theorems about lines and angles.
A	3	Congruence and Constructions	1	Exchange Ideas: Congruence and Constructions	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
A	3	Congruence and Constructions	1	Exchange Ideas: Congruence and Constructions	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
A	3	Congruence and Constructions	2	Constructions of Segments, Angles, and Bisectors	CCSS.Math.Content.HSG-CO.A.1	Experiment with transformations in the plane Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
A	3	Congruence and Constructions	2	Constructions of Segments, Angles, and Bisectors	CCSS.Math.Content.HSG-CO.D.12	Make geometric constructions Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
A	3	Congruence and Constructions	3	Vertical Angle Relationships	CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	3	Congruence and Constructions	3	Vertical Angle Relationships	CCSS.Math.Content.HSG-CO.C.9	Prove geometric theorems Prove theorems about lines and angles.
A	3	Congruence and Constructions	4	Congruent Polygons and Their Corresponding Parts 1	CCSS.Math.Content.HSG-CO.A.1	Experiment with transformations in the plane Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
A	3	Congruence and Constructions	4	Congruent Polygons and Their Corresponding Parts 1	CCSS.Math.Content.HSG-CO.B.7	Understand congruence in terms of rigid motions Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
A	3	Congruence and Constructions	5	Congruent Polygons and Their Corresponding Parts 2	CCSS.Math.Content.HSG-CO.B.7	Understand congruence in terms of rigid motions Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

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A	3	Congruence and Constructions	6	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
A	3	Congruence and Constructions	7	Triangle Congruence: SSS, SAS, and ASA 1	CCSS.Math.Content.HSG-CO.A.1	Experiment with transformations in the plane Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
A	3	Congruence and Constructions	7	Triangle Congruence: SSS, SAS, and ASA 1	CCSS.Math.Content.HSG-CO.B.7	Understand congruence in terms of rigid motions Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
A	3	Congruence and Constructions	7	Triangle Congruence: SSS, SAS, and ASA 1	CCSS.Math.Content.HSG-CO.B.8	Understand congruence in terms of rigid motions Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
A	3	Congruence and Constructions	7	Triangle Congruence: SSS, SAS, and ASA 1	CCSS.Math.Content.HSG-SRT.A.3	Understand similarity in terms of similarity transformations Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.
A	3	Congruence and Constructions	8	Triangle Congruence: SSS, SAS, and ASA 2	CCSS.Math.Content.HSG-CO.B.7	Understand congruence in terms of rigid motions Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
A	3	Congruence and Constructions	8	Triangle Congruence: SSS, SAS, and ASA 2	CCSS.Math.Content.HSG-CO.B.8	Understand congruence in terms of rigid motions Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
A	3	Congruence and Constructions	8	Triangle Congruence: SSS, SAS, and ASA 2	CCSS.Math.Content.HSG-CO.C.9	Prove geometric theorems Prove theorems about lines and angles.
A	3	Congruence and Constructions	8	Triangle Congruence: SSS, SAS, and ASA 2	CCSS.Math.Content.HSG-SRT.A.3	Understand similarity in terms of similarity transformations Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.
A	3	Congruence and Constructions	9	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
A	3	Congruence and Constructions	10	Constructions with Polygons 1	CCSS.Math.Content.HSG-C.A.3	Understand and apply theorems about circles Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

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A	3	Congruence and Constructions	10	Constructions with Polygons 1	CCSS.Math.Content.H SG-CO.D.12 Make geometric constructions Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
A	3	Congruence and Constructions	10	Constructions with Polygons 1	CCSS.Math.Content.H SG-CO.D.13 Make geometric constructions Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
A	3	Congruence and Constructions	11	Constructions with Polygons 2	CCSS.Math.Content.H SG-C.A.3 Understand and apply theorems about circles Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
A	3	Congruence and Constructions	11	Constructions with Polygons 2	CCSS.Math.Content.H SG-CO.D.13 Make geometric constructions Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
A	3	Congruence and Constructions	12	Congruence and Rigid Motions	CCSS.Math.Content.H SG-CO.B.6 Understand congruence in terms of rigid motions Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
A	3	Congruence and Constructions	12	Congruence and Rigid Motions	CCSS.Math.Content.H SG-CO.B.8 Understand congruence in terms of rigid motions Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
A	3	Congruence and Constructions	12	Congruence and Rigid Motions	CCSS.Math.Content.H SG-CO.D.12 Make geometric constructions Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
A	3	Congruence and Constructions	13	Unit Review	N/A Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Revisit Review activities located before each quiz in the unit • Look at the Summary activities in each lesson • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand
A	3	Congruence and Constructions	14	Unit Test	Multiple All assessed standards covered in this unit
A	4	Analytic Geometry	1	Exchange Ideas: Analytic Geometry	CCSS.Math.Content.H SG-GPE.B.4 Use coordinates to prove simple geometric theorems algebraically
A	4	Analytic Geometry	1	Exchange Ideas: Analytic Geometry	CCSS.Math.Content.H SG-GPE.B.7 Use coordinates to prove simple geometric theorems algebraically Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

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A	4	Analytic Geometry	2	Rectangles, Triangles, and Composite Figures CCSS.Math.Content.6.G.A.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
A	4	Analytic Geometry	2	Rectangles, Triangles, and Composite Figures CCSS.Math.Content.H.SG-GPE.B.4 Use coordinates to prove simple geometric theorems algebraically.
A	4	Analytic Geometry	2	Rectangles, Triangles, and Composite Figures CCSS.Math.Content.H.SG-GPE.B.7 Use coordinates to prove simple geometric theorems algebraically. Use coordinates to prove simple geometric theorems algebraically. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
A	4	Analytic Geometry	3	Compute Area and Perimeter with Coordinates CCSS.Math.Content.H.SG-GPE.B.4 Use coordinates to prove simple geometric theorems algebraically.
A	4	Analytic Geometry	3	Compute Area and Perimeter with Coordinates CCSS.Math.Content.H.SG-GPE.B.7 Use coordinates to prove simple geometric theorems algebraically. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
A	4	Analytic Geometry	4	Applications of Coordinates CCSS.Math.Content.6.EE.A.2c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
A	4	Analytic Geometry	4	Applications of Coordinates CCSS.Math.Content.7.G.B.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
A	4	Analytic Geometry	4	Applications of Coordinates CCSS.Math.Content.H.SG-GPE.B.4 Use coordinates to prove simple geometric theorems algebraically.
A	4	Analytic Geometry	4	Applications of Coordinates CCSS.Math.Content.H.SG-GPE.B.7 Use coordinates to prove simple geometric theorems algebraically. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
A	4	Analytic Geometry	5	Parallel and Perpendicular Lines CCSS.Math.Content.H.SA-CED.A.2 Create equations that describe numbers or relationships Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
A	4	Analytic Geometry	5	Parallel and Perpendicular Lines CCSS.Math.Content.H.SG-GPE.B.5 Use coordinates to prove simple geometric theorems algebraically Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
A	4	Analytic Geometry	6	Use Slope CCSS.Math.Content.H.SA-CED.A.2 Create equations that describe numbers or relationships Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
A	4	Analytic Geometry	6	Use Slope CCSS.Math.Content.H.SG-GPE.B.4 Use coordinates to prove simple geometric theorems algebraically

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A	4	Analytic Geometry	6	Use Slope	CCSS.Math.Content.H SG-GPE.B.5 Use coordinates to prove simple geometric theorems algebraically Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
A	4	Analytic Geometry	7	Your Choice	N/A Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
A	4	Analytic Geometry	8	Coordinate Proofs	CCSS.Math.Content.H SG-GPE.B.4 Use coordinates to prove simple geometric theorems algebraically
A	4	Analytic Geometry	8	Coordinate Proofs	CCSS.Math.Content.H SG-GPE.B.7 Use coordinates to prove simple geometric theorems algebraically Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
A	4	Analytic Geometry	9	Unit Review	N/A Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Revisit Review activities located before each quiz in the unit • Look at the Summary activities in each lesson • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand
A	4	Analytic Geometry	10	Unit Test	Multiple All assessed standards covered in this unit
A	5	Line and Triangle Relationships	1	Exchange Ideas: Line and Triangle Relationships	CCSS.Math.Content.H SG-CO.C.10 Prove geometric theorems Prove theorems about triangles.
A	5	Line and Triangle Relationships	2	Parallel Lines and Transversals 1	CCSS.Math.Content.H SA-REI.B.3 Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	5	Line and Triangle Relationships	2	Parallel Lines and Transversals 1	CCSS.Math.Content.H SG-CO.C.9 Prove geometric theorems Prove theorems about lines and angles.
A	5	Line and Triangle Relationships	3	Parallel Lines and Transversals 2	CCSS.Math.Content.H SG-CO.C.9 Prove geometric theorems Prove theorems about lines and angles.
A	5	Line and Triangle Relationships	4	Converses of Parallel Line Properties 1	CCSS.Math.Content.H SG-CO.A.1 Experiment with transformations in the plane Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
A	5	Line and Triangle Relationships	4	Converses of Parallel Line Properties 1	CCSS.Math.Content.H SG-CO.C.9 Prove geometric theorems Prove theorems about lines and angles.

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A	5	Line and Triangle Relationships	5	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
A	5	Line and Triangle Relationships	6	Converses of Parallel Line Properties 2	CCSS.Math.Content.HSG-CO.C.9	Prove geometric theorems Prove theorems about lines and angles.
A	5	Line and Triangle Relationships	7	The Triangle Sum Theorem 1	CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	5	Line and Triangle Relationships	7	The Triangle Sum Theorem 1	CCSS.Math.Content.HSG-CO.C.10	Prove geometric theorems Prove theorems about triangles.
A	5	Line and Triangle Relationships	7	The Triangle Sum Theorem 1	CCSS.Math.Content.HSG-CO.C.11	Prove geometric theorems Prove theorems about parallelograms.
A	5	Line and Triangle Relationships	8	The Triangle Sum Theorem 2	CCSS.Math.Content.HSG-CO.C.10	Prove geometric theorems Prove theorems about triangles.
A	5	Line and Triangle Relationships	8	The Triangle Sum Theorem 2	CCSS.Math.Content.HSG-CO.C.11	Prove geometric theorems Prove theorems about parallelograms.
A	5	Line and Triangle Relationships	9	Isosceles and Equilateral Triangles	CCSS.Math.Content.HSG-CO.B.7	Understand congruence in terms of rigid motions Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
A	5	Line and Triangle Relationships	9	Isosceles and Equilateral Triangles	CCSS.Math.Content.HSG-CO.C.10	Prove geometric theorems Prove theorems about triangles.
A	5	Line and Triangle Relationships	10	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
A	5	Line and Triangle Relationships	11	Bisectors of a Triangle: Circumcenter	CCSS.Math.Content.HSG-CO.C.10	Prove geometric theorems Prove theorems about triangles.
A	5	Line and Triangle Relationships	11	Bisectors of a Triangle: Circumcenter	CCSS.Math.Content.HSG-CO.D.12	Make geometric constructions Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

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A	5	Line and Triangle Relationships	12	Bisectors of a Triangle: Incenter	Math.Content.H SG-CO.C.10	Prove geometric theorems Prove theorems about triangles.
A	5	Line and Triangle Relationships	13	Medians of a Triangle: Centroid and Orthocenter	CCSS.Math.Content.H SG-CO.C.10	Prove geometric theorems Prove theorems about triangles.
A	5	Line and Triangle Relationships	13	Medians of a Triangle: Centroid and Orthocenter	CCSS.Math.Content.H SG-CO.D.12	Make geometric constructions Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
A	5	Line and Triangle Relationships	14	Triangle Midsegment Theorem	CCSS.Math.Content.H SG-CO.C.10	Prove geometric theorems Prove theorems about triangles.
A	5	Line and Triangle Relationships	15	Parallelograms 1	CCSS.Math.Content.H SG-CO.C.11	Prove geometric theorems Prove theorems about parallelograms.
A	5	Line and Triangle Relationships	15	Parallelograms 1	CCSS.Math.Content.H SG-CO.C.9	Prove geometric theorems Prove theorems about lines and angles.
A	5	Line and Triangle Relationships	16	Parallelograms 2	CCSS.Math.Content.H SG-CO.C.11	Prove geometric theorems Prove theorems about parallelograms.
A	5	Line and Triangle Relationships	17	Parallelograms 3	CCSS.Math.Content.H SG-CO.B.7	Understand congruence in terms of rigid motions Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
A	5	Line and Triangle Relationships	17	Parallelograms 3	CCSS.Math.Content.H SG-CO.C.11	Prove geometric theorems Prove theorems about parallelograms.
A	5	Line and Triangle Relationships	18	Quadrilaterals and Their Properties	CCSS.Math.Content.H SG-CO.C.11	Prove geometric theorems Prove theorems about parallelograms.
A	5	Line and Triangle Relationships	18	Quadrilaterals and Their Properties	CCSS.Math.Content.H SG-GPE.B.4	Use coordinates to prove simple geometric theorems algebraically Use coordinates to prove simple geometric theorems algebraically.
A	5	Line and Triangle Relationships	18	Quadrilaterals and Their Properties	CCSS.Math.Content.H SG-GPE.B.5	Use coordinates to prove simple geometric theorems algebraically Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
A	5	Line and Triangle Relationships	18	Quadrilaterals and Their Properties	CCSS.Math.Content.H SG-GPE.B.7	Use coordinates to prove simple geometric theorems algebraically Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

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A	5	Line and Triangle Relationships	19	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Revisit Review activities located before each quiz in the unit • Look at the Summary activities in each lesson • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand
A	5	Line and Triangle Relationships	20	Unit Test	Multiple	All assessed standards covered in this unit
A	6	Similarity	1	Exchange Ideas: Similarity	CCSS.Math.Content.HSG-SRT.A.1a	Understand similarity in terms of similarity transformations Verify experimentally the properties of dilations given by a center and a scale factor: A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
A	6	Similarity	2	Dilations	CCSS.Math.Content.HSG-SRT.A.1a	Understand similarity in terms of similarity transformations Verify experimentally the properties of dilations given by a center and a scale factor: A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
A	6	Similarity	3	Dilations and Scale Factors	CCSS.Math.Content.HSG-SRT.A.1b	Understand similarity in terms of similarity transformations Verify experimentally the properties of dilations given by a center and a scale factor: The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
A	6	Similarity	4	Directed Line Segments	CCSS.Math.Content.HSG-GPE.B.6	Use coordinates to prove simple geometric theorems algebraically Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
A	6	Similarity	4	Directed Line Segments	CCSS.Math.Content.HSG-GPE.B.7	Use coordinates to prove simple geometric theorems algebraically Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
A	6	Similarity	4	Directed Line Segments	CCSS.Math.Content.HSG-SRT.A.1b	Understand similarity in terms of similarity transformations Verify experimentally the properties of dilations given by a center and a scale factor: The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
A	6	Similarity	5	Similar Polygons 1	CCSS.Math.Content.HSG-SRT.A.1b	Understand similarity in terms of similarity transformations Verify experimentally the properties of dilations given by a center and a scale factor: The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

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A	6	Similarity	5	Similar Polygons 1	CCSS.Math.Content.H SG-SRT.A.2	Understand similarity in terms of similarity transformations Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
A	6	Similarity	6	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
A	6	Similarity	7	Similar Polygons 2	CCSS.Math.Content.H SG-SRT.A.2	Understand similarity in terms of similarity transformations Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
A	6	Similarity	7	Similar Polygons 2	CCSS.Math.Content.H SG-SRT.B.5	Prove theorems involving similarity Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
A	6	Similarity	8	Extended Problems: Similarity	CCSS.Math.Content.H SG-SRT.B.5	Prove theorems involving similarity Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
A	6	Similarity	9	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Revisit Review activities located before each quiz in the unit • Look at the Summary activities in each lesson • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand
A	6	Similarity	10	Unit Test	Multiple	All assessed standards covered in this unit
A	7	Semester A Test, Parts 1 and 2	1	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
A	7	Semester A Test, Parts 1 and 2	2	Semester A Test, Parts 1 and 2	Multiple	All assessed standards covered by this point in the course
B	1	Triangle Similarity	1	Exchange Ideas: Triangle Similarity	CCSS.Math.Content.H SG-SRT.A.3	Understand similarity in terms of similarity transformations Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

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B	1	Triangle Similarity	2	Triangle Similarity 1	CCSS.Math.Content.H SG-SRT.A.1b	Understand similarity in terms of similarity transformations Verify experimentally the properties of dilations given by a center and a scale factor: The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
B	1	Triangle Similarity	2	Triangle Similarity 1	CCSS.Math.Content.H SG-SRT.A.3	Understand similarity in terms of similarity transformations Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.
B	1	Triangle Similarity	3	Triangle Similarity 2	CCSS.Math.Content.H SA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
B	1	Triangle Similarity	3	Triangle Similarity 2	CCSS.Math.Content.H SG-SRT.A.3	Understand similarity in terms of similarity transformations Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.
B	1	Triangle Similarity	3	Triangle Similarity 1	CCSS.Math.Content.H SG-SRT.B.5	Prove theorems involving similarity Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
B	1	Triangle Similarity	3	Triangle Similarity 2	CCSS.Math.Content.H SG-SRT.B.5	Prove theorems involving similarity Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
B	1	Triangle Similarity	4	Applications of Triangle Similarity	CCSS.Math.Content.H SG-CO.C.10	Prove geometric theorems Prove theorems about triangles.
B	1	Triangle Similarity	4	Applications of Triangle Similarity	CCSS.Math.Content.H SG-SRT.A.3	Understand similarity in terms of similarity transformations Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.
B	1	Triangle Similarity	4	Applications of Triangle Similarity	CCSS.Math.Content.H SG-SRT.B.4	Prove theorems involving similarity Prove theorems about triangles.
B	1	Triangle Similarity	5	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	1	Triangle Similarity	6	Triangle Proportionality Theorem 1	CCSS.Math.Content.H SG-CO.C.10	Prove geometric theorems Prove theorems about triangles.
B	1	Triangle Similarity	6	Triangle Proportionality Theorem 1	CCSS.Math.Content.H SG-SRT.B.4	Prove theorems involving similarity Prove theorems about triangles.

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B	1	Triangle Similarity	6	Triangle Proportionality Theorem 1	CCSS.Math.Content.HSG-SRT.B.5 Prove theorems involving similarity Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
B	1	Triangle Similarity	6	Triangle Proportionality Theorem 1	CCSS.Math.Content.HSG-SRT.C.8 Define trigonometric ratios and solve problems involving right triangles Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
B	1	Triangle Similarity	7	Triangle Proportionality Theorem 2	CCSS.Math.Content.HSG-CO.C.10 Prove geometric theorems Prove theorems about triangles.
B	1	Triangle Similarity	7	Triangle Proportionality Theorem 2	CCSS.Math.Content.HSG-SRT.B.4 Prove theorems involving similarity Prove theorems about triangles.
B	1	Triangle Similarity	7	Triangle Proportionality Theorem 2	CCSS.Math.Content.HSG-SRT.B.5 Prove theorems involving similarity Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
B	1	Triangle Similarity	7	Triangle Proportionality Theorem 2	CCSS.Math.Content.HSG-SRT.C.8 Define trigonometric ratios and solve problems involving right triangles Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
B	1	Triangle Similarity	8	Similarity and the Pythagorean Theorem	CCSS.Math.Content.HSG-CO.C.10 Prove geometric theorems Prove theorems about triangles.
B	1	Triangle Similarity	8	Similarity and the Pythagorean Theorem	CCSS.Math.Content.HSG-SRT.B.4 Prove theorems involving similarity Prove theorems about triangles.
B	1	Triangle Similarity	8	Similarity and the Pythagorean Theorem	CCSS.Math.Content.HSG-SRT.B.5 Prove theorems involving similarity Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
B	1	Triangle Similarity	8	Similarity and the Pythagorean Theorem	CCSS.Math.Content.HSG-SRT.C.8 Define trigonometric ratios and solve problems involving right triangles Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
B	1	Triangle Similarity	9	Unit Review	N/A Students may use this lesson time to do any of the following: • Revisit Review activities located before each quiz in the unit • Look at the Summary activities in each lesson • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand
B	1	Triangle Similarity	10	Unit Test	Multiple All assessed standards covered in this unit
B	2	Area and Volume	1	Exchange Ideas: Area and Volume	CCSS.Math.Content.HSG-GPE.B.7 Use coordinates to prove simple geometric theorems algebraically Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
B	2	Area and Volume	2	Circumferences and Areas of Circles 1	CCSS.Math.Content.7.G.B.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle

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B	2	Area and Volume	2	Circumferences and Areas of Circles 1	CCSS.Math.Content.HSA-CED.A.4 Create equations that describe numbers or relationships Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
B	2	Area and Volume	2	Circumferences and Areas of Circles 1	CCSS.Math.Content.HSG-CO.A.1 Experiment with transformations in the plane Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
B	2	Area and Volume	2	Circumferences and Areas of Circles 1	CCSS.Math.Content.HSG-GMD.A.1 Explain volume formulas and use them to solve problems Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.
B	2	Area and Volume	3	Circumferences and Areas of Circles 2	CCSS.Math.Content.7.G.B.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
B	2	Area and Volume	3	Circumferences and Areas of Circles 2	CCSS.Math.Content.HSG-CO.A.1 Experiment with transformations in the plane Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
B	2	Area and Volume	3	Circumferences and Areas of Circles 2	CCSS.Math.Content.HSG-GMD.A.1 Explain volume formulas and use them to solve problems Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.
B	2	Area and Volume	4	Composite Figures	CCSS.Math.Content.7.G.B.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
B	2	Area and Volume	4	Composite Figures	CCSS.Math.Content.HSG-GPE.B.7 Use coordinates to prove simple geometric theorems algebraically Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
B	2	Area and Volume	5	Your Choice	N/A Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	2	Area and Volume	6	Volumes of Prisms and Cylinders	CCSS.Math.Content.7.G.B.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
B	2	Area and Volume	6	Volumes of Prisms and Cylinders	CCSS.Math.Content.8.EE.A.1 Work with radicals and integer exponents. Know and apply the properties of integer exponents to generate equivalent numerical expressions.
B	2	Area and Volume	6	Volumes of Prisms and Cylinders	CCSS.Math.Content.HSG-GMD.A.1 Explain volume formulas and use them to solve problems Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.

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B	2	Area and Volume	6	Volumes of Prisms and Cylinders	CCSS.Math.Content.HSG-GMD.A.3	Explain volume formulas and use them to solve problems Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
B	2	Area and Volume	7	Volumes of Pyramids	CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
B	2	Area and Volume	7	Volumes of Pyramids	CCSS.Math.Content.HSG-GMD.A.1	Explain volume formulas and use them to solve problems Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.
B	2	Area and Volume	7	Volumes of Pyramids	CCSS.Math.Content.HSG-GMD.A.3	Explain volume formulas and use them to solve problems Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
B	2	Area and Volume	8	Volumes of Cones	CCSS.Math.Content.HSG-GMD.A.1	Explain volume formulas and use them to solve problems Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.
B	2	Area and Volume	8	Volumes of Cones	CCSS.Math.Content.HSG-GMD.A.3	Explain volume formulas and use them to solve problems Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
B	2	Area and Volume	9	Volume and Surface Area of Spheres	CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
B	2	Area and Volume	9	Volume and Surface Area of Spheres	CCSS.Math.Content.HSG-GMD.A.1	Explain volume formulas and use them to solve problems Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.
B	2	Area and Volume	9	Volume and Surface Area of Spheres	CCSS.Math.Content.HSG-GMD.A.2	Explain volume formulas and use them to solve problems (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
B	2	Area and Volume	9	Volume and Surface Area of Spheres	CCSS.Math.Content.HSG-GMD.A.3	Explain volume formulas and use them to solve problems Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
B	2	Area and Volume	10	Volume Ratios	CCSS.Math.Content.HSG-SRT.A.2	Understand similarity in terms of similarity transformations Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
B	2	Area and Volume	10	Volume Ratios	CCSS.Math.Content.HSG-SRT.B.5	Prove theorems involving similarity Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

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B	2	Area and Volume	11	Reasoning About Area and Volume	CCSS.Math.Content.HSG-SRT.A.1b Understand similarity in terms of similarity transformations Verify experimentally the properties of dilations given by a center and a scale factor: The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
B	2	Area and Volume	11	Reasoning About Area and Volume	CCSS.Math.Content.HSG-SRT.B.5 Prove theorems involving similarity Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
B	2	Area and Volume	12	Unit Review	N/A Students may use this lesson time to do any of the following: • Revisit Review activities located before each quiz in the unit • Look at the Summary activities in each lesson • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand
B	2	Area and Volume	13	Unit Test	Multiple All assessed standards covered in this unit
B	3	Circles	1	Exchange Ideas: Circles	CCSS.Math.Content.HSG-CA.2 Understand and apply theorems about circles Identify and describe relationships among inscribed angles, radii, and chords.
B	3	Circles	1	Exchange Ideas: Circles	CCSS.Math.Content.HSG-CA.3 Understand and apply theorems about circles Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
B	3	Circles	1	Exchange Ideas: Circles	CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.
B	3	Circles	1	Exchange Ideas: Circles	CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.
B	3	Circles	2	Relationships Between Triangles and Circles 1	CCSS.Math.Content.HSG-CA.3 Understand and apply theorems about circles Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
B	3	Circles	2	Relationships Between Triangles and Circles 1	CCSS.Math.Content.HSG-CO.A.1 Experiment with transformations in the plane Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
B	3	Circles	3	Relationships Between Triangles and Circles 2	CCSS.Math.Content.HSG-CA.3 Understand and apply theorems about circles Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
B	3	Circles	4	Your Choice	N/A Students may use this lesson time to do any of the following: • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	3	Circles	5	Chords and Arcs 1	CCSS.Math.Content.HSG-CA.2 Understand and apply theorems about circles Identify and describe relationships among inscribed angles, radii, and chords.

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B	3	Circles	5	Chords and Arcs 1	CCSS.Math.Content.HSG-C.A.3	Understand and apply theorems about circles Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
B	3	Circles	6	Chords and Arcs 2	CCSS.Math.Content.HSG-C.A.2	Understand and apply theorems about circles Identify and describe relationships among inscribed angles, radii, and chords.
B	3	Circles	7	Tangents to Circles 1	CCSS.Math.Content.HSG-C.A.2	Understand and apply theorems about circles Identify and describe relationships among inscribed angles, radii, and chords.
B	3	Circles	7	Tangents to Circles 1	CCSS.Math.Content.HSG-C.A.4	Understand and apply theorems about circles (+) Construct a tangent line from a point outside a given circle to the circle.
B	3	Circles	7	Tangents to Circles 1	CCSS.Math.Content.HSG-CO.A.1	Experiment with transformations in the plane Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
B	3	Circles	8	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	3	Circles	9	Tangents to Circles 2	CCSS.Math.Content.HSG-C.A.2	Understand and apply theorems about circles Identify and describe relationships among inscribed angles, radii, and chords.
B	3	Circles	9	Tangents to Circles 2	CCSS.Math.Content.HSG-C.A.4	Understand and apply theorems about circles (+) Construct a tangent line from a point outside a given circle to the circle.
B	3	Circles	10	Inscribed Angles and Arcs 1	CCSS.Math.Content.HSG-C.A.2	Understand and apply theorems about circles Identify and describe relationships among inscribed angles, radii, and chords.
B	3	Circles	10	Inscribed Angles and Arcs 1	CCSS.Math.Content.HSG-C.A.3	Understand and apply theorems about circles Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
B	3	Circles	11	Inscribed Angles and Arcs 2	CCSS.Math.Content.HSG-C.A.3	Understand and apply theorems about circles Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
B	3	Circles	12	Similarity in Circles	CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

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B	3	Circles	12	Similarity in Circles	Math.Content.H SG-C.A.1	Understand and apply theorems about circles Prove that all circles are similar.
B	3	Circles	13	Radian Measure	CCSS.Math.Content.H SA-CED.A.4	Create equations that describe numbers or relationships Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
B	3	Circles	13	Radian Measure	CCSS.Math.Content.H SG-C.B.5	Find arc lengths and areas of sectors of circles Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
B	3	Circles	14	Sector Area	CCSS.Math.Content.H SA-CED.A.4	Create equations that describe numbers or relationships Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
B	3	Circles	14	Sector Area	CCSS.Math.Content.H SG-C.B.5	Find arc lengths and areas of sectors of circles Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
B	3	Circles	15	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> Revisit Review activities located before each quiz in the unit Look at the Summary activities in each lesson Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems they did not fully understand
B	3	Circles	16	Unit Test	Multiple	All assessed standards covered in this unit
B	4	Right Triangle Trigonometry	1	Exchange Ideas: Right Triangle Trigonometry	CCSS.Math.Content.H SG-SRT.C.6	Define trigonometric ratios and solve problems involving right triangles Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
B	4	Right Triangle Trigonometry	1	Exchange Ideas: Right Triangle Trigonometry	CCSS.Math.Content.H SG-SRT.C.8	Define trigonometric ratios and solve problems involving right triangles Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
B	4	Right Triangle Trigonometry	2	Trigonometric Ratios 1	CCSS.Math.Content.8 .G.B.6	Understand and apply the Pythagorean Theorem. Explain a proof of the Pythagorean Theorem and its converse.
B	4	Right Triangle Trigonometry	2	Trigonometric Ratios 1	CCSS.Math.Content.H SG-SRT.C.6	Define trigonometric ratios and solve problems involving right triangles Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

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B	4	Right Triangle Trigonometry	3	Trigonometric Ratios 2	CCSS.Math.Content.H SG-SRT.C.6 Define trigonometric ratios and solve problems involving right triangles Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
B	4	Right Triangle Trigonometry	3	Trigonometric Ratios 2	CCSS.Math.Content.H SG-SRT.C.8 Define trigonometric ratios and solve problems involving right triangles Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
B	4	Right Triangle Trigonometry	4	Angles and Trigonometric Ratios	CCSS.Math.Content.H SG-SRT.C.6 Define trigonometric ratios and solve problems involving right triangles Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
B	4	Right Triangle Trigonometry	4	Angles and Trigonometric Ratios	CCSS.Math.Content.H SG-SRT.C.8 Define trigonometric ratios and solve problems involving right triangles Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
B	4	Right Triangle Trigonometry	5	Sines and Cosines	CCSS.Math.Content.H SF-TF.C.8 Prove and apply trigonometric identities Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.
B	4	Right Triangle Trigonometry	5	Sines and Cosines	CCSS.Math.Content.H SG-SRT.C.6 Define trigonometric ratios and solve problems involving right triangles Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
B	4	Right Triangle Trigonometry	5	Sines and Cosines	CCSS.Math.Content.H SG-SRT.C.7 Define trigonometric ratios and solve problems involving right triangles Explain and use the relationship between the sine and cosine of complementary angles.
B	4	Right Triangle Trigonometry	6	Discuss: Applications of Trigonometry	CCSS.Math.Content.H SG-SRT.C.6 Define trigonometric ratios and solve problems involving right triangles Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
B	4	Right Triangle Trigonometry	6	Discuss: Applications of Trigonometry	CCSS.Math.Content.H SG-SRT.C.8 Define trigonometric ratios and solve problems involving right triangles Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

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B	4	Right Triangle Trigonometry	7	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	4	Right Triangle Trigonometry	8	Special Right Triangles 1	CCSS.Math.Content.H SG-SRT.B.5	Prove theorems involving similarity Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
B	4	Right Triangle Trigonometry	8	Special Right Triangles 1	CCSS.Math.Content.H SG-SRT.C.6	Define trigonometric ratios and solve problems involving right triangles Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
B	4	Right Triangle Trigonometry	8	Special Right Triangles 1	CCSS.Math.Content.H SN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.
B	4	Right Triangle Trigonometry	9	Special Right Triangles 2	CCSS.Math.Content.H SG-SRT.A.2	Understand similarity in terms of similarity transformations Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
B	4	Right Triangle Trigonometry	9	Special Right Triangles 2	CCSS.Math.Content.H SG-SRT.B.5	Prove theorems involving similarity Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
B	4	Right Triangle Trigonometry	9	Special Right Triangles 2	CCSS.Math.Content.H SG-SRT.C.6	Define trigonometric ratios and solve problems involving right triangles Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
B	4	Right Triangle Trigonometry	10	Use Special Right Triangles to Determine the Surface Area of a Regular Pyramid	CCSS.Math.Content.H SG-SRT.B.5	Prove theorems involving similarity Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
B	4	Right Triangle Trigonometry	10	Use Special Right Triangles to Determine the Surface Area of a Regular Pyramid	CCSS.Math.Content.H SG-SRT.C.6	Define trigonometric ratios and solve problems involving right triangles Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

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B	4	Right Triangle Trigonometry	11	Derive the Formula for Area of a Triangle	CCSS.Math.Content.H SG-SRT.C.6	Define trigonometric ratios and solve problems involving right triangles Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
B	4	Right Triangle Trigonometry	11	Derive the Formula for Area of a Triangle	CCSS.Math.Content.H SG-SRT.C.8	Define trigonometric ratios and solve problems involving right triangles Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
B	4	Right Triangle Trigonometry	11	Derive the Formula for Area of a Triangle	CCSS.Math.Content.H SG-SRT.D.9	Apply trigonometry to general triangles (+) Derive the formula $A = 1/2 ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
B	4	Right Triangle Trigonometry	12	Law of Sines	CCSS.Math.Content.H SG-SRT.C.6	Define trigonometric ratios and solve problems involving right triangles Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
B	4	Right Triangle Trigonometry	12	Law of Sines	CCSS.Math.Content.H SG-SRT.D.10	Apply trigonometry to general triangles (+) Prove the Laws of Sines and Cosines and use them to solve problems.
B	4	Right Triangle Trigonometry	12	Law of Sines	CCSS.Math.Content.H SG-SRT.D.11	Apply trigonometry to general triangles (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).
B	4	Right Triangle Trigonometry	13	Law of Cosines	CCSS.Math.Content.H SG-CO.B.8	Understand congruence in terms of rigid motions Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
B	4	Right Triangle Trigonometry	13	Law of Cosines	CCSS.Math.Content.H SG-SRT.D.10	Apply trigonometry to general triangles (+) Prove the Laws of Sines and Cosines and use them to solve problems.
B	4	Right Triangle Trigonometry	13	Law of Cosines	CCSS.Math.Content.H SG-SRT.D.11	Apply trigonometry to general triangles (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).
B	4	Right Triangle Trigonometry	14	Apply the Laws of Sines and Cosines	CCSS.Math.Content.H SA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
B	4	Right Triangle Trigonometry	14	Apply the Laws of Sines and Cosines	CCSS.Math.Content.H SG-SRT.D.11	Apply trigonometry to general triangles (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

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B	4	Right Triangle Trigonometry	15	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> Revisit Review activities located before each quiz in the unit Look at the Summary activities in each lesson Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems they did not fully understand
B	4	Right Triangle Trigonometry	16	Unit Test	Multiple	All assessed standards covered in this unit
B	5	Conic Sections	1	Exchange Ideas: Conic Sections	CCSS.Math.Content.HSG-GPE.A.1	Translate between the geometric description and the equation for a conic section Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
B	5	Conic Sections	2	Introduction to Conic Sections	CCSS.Math.Content.7.G.A.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
B	5	Conic Sections	2	Introduction to Conic Sections	CCSS.Math.Content.HSG-GMD.B.4	Visualize relationships between two-dimensional and three-dimensional objects Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
B	5	Conic Sections	3	Circles 1	CCSS.Math.Content.HSG-GPE.A.1	Translate between the geometric description and the equation for a conic section Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
B	5	Conic Sections	3	Circles 1	CCSS.Math.Content.HSG-SRT.C.8	Define trigonometric ratios and solve problems involving right triangles Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
B	5	Conic Sections	4	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> Complete work in progress. Review prior lessons in the unit to prepare for the Unit Test Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit Prepare for their state standardized test Go on to the next lesson
B	5	Conic Sections	5	Circles 2	CCSS.Math.Content.HSA-REI.B.4a	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
B	5	Conic Sections	5	Circles 2	CCSS.Math.Content.HSG-GPE.A.1	Translate between the geometric description and the equation for a conic section Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

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B	5	Conic Sections	6	Parabolas 1	CCSS.Math.Content.HSG-GMD.B.4 Visualize relationships between two-dimensional and three-dimensional objects Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
B	5	Conic Sections	6	Parabolas 1	CCSS.Math.Content.HSG-GPE.A.2 Translate between the geometric description and the equation for a conic section Derive the equation of a parabola given a focus and directrix.
B	5	Conic Sections	6	Parabolas 1	CCSS.Math.Content.HSN-Q.A.1 Reason quantitatively and use units to solve problems. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
B	5	Conic Sections	7	Parabolas 2	CCSS.Math.Content.HSG-GPE.A.2 Translate between the geometric description and the equation for a conic section Derive the equation of a parabola given a focus and directrix.
B	5	Conic Sections	7	Parabolas 2	CCSS.Math.Content.HSN-Q.A.1 Reason quantitatively and use units to solve problems. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
B	5	Conic Sections	8	Unit Review	N/A Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> Revisit Review activities located before each quiz in the unit Look at the Summary activities in each lesson Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems they did not fully understand
B	5	Conic Sections	9	Unit Test	Multiple All assessed standards covered in this unit
B	6	Modeling with Geometry	1	Exchange Ideas: Modeling with Geometry	CCSS.Math.Content.HSG-MG.A.3 Apply geometric concepts in modeling situations Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).
B	6	Modeling with Geometry	2	Cross Sections of Three-Dimensional Objects	CCSS.Math.Content.8.G.C.9 Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
B	6	Modeling with Geometry	2	Cross Sections of Three-Dimensional Objects	CCSS.Math.Content.HSG-GMD.B.4 Visualize relationships between two-dimensional and three-dimensional objects Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
B	6	Modeling with Geometry	3	Three-Dimensional Objects Generated by Rotating Two-Dimensional Objects	CCSS.Math.Content.HSG-CO.A.4 Experiment with transformations in the plane Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

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B	6	Modeling with Geometry	3	Three-Dimensional Objects Generated by Rotating Two-Dimensional Objects CCSS.Math.Content.HSG-GMD.B.4	Visualize relationships between two-dimensional and three-dimensional objects Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
B	6	Modeling with Geometry	4	Your Choice N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	6	Modeling with Geometry	5	Geometry on Earth CCSS.Math.Content.8.G.B.7	Understand and apply the Pythagorean Theorem. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
B	6	Modeling with Geometry	5	Geometry on Earth CCSS.Math.Content.HSG-MG.A.1	Apply geometric concepts in modeling situations Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
B	6	Modeling with Geometry	5	Geometry on Earth CCSS.Math.Content.HSN-Q.A.3	Reason quantitatively and use units to solve problems. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
B	6	Modeling with Geometry	6	Manufacturing: Design and Optimization CCSS.Math.Content.4.OA.B.4	Gain familiarity with factors and multiples. Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.
B	6	Modeling with Geometry	6	Manufacturing: Design and Optimization CCSS.Math.Content.HSG-MG.A.1	Apply geometric concepts in modeling situations Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
B	6	Modeling with Geometry	6	Manufacturing: Design and Optimization CCSS.Math.Content.HSG-MG.A.3	Apply geometric concepts in modeling situations Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).
B	6	Modeling with Geometry	7	Geometric Modeling CCSS.Math.Content.HSG-CO.C.11	Prove geometric theorems Prove theorems about parallelograms.
B	6	Modeling with Geometry	7	Geometric Modeling CCSS.Math.Content.HSG-MG.A.1	Apply geometric concepts in modeling situations Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
B	6	Modeling with Geometry	7	Geometric Modeling CCSS.Math.Content.HSN-Q.A.3	Reason quantitatively and use units to solve problems. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

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B	6	Modeling with Geometry	7	Geometric Modeling	CCSS.Math.Practice.MP4	Model with mathematics.
B	6	Modeling with Geometry	8	Density	CCSS.Math.Content.7.G.B.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
B	6	Modeling with Geometry	8	Density	CCSS.Math.Content.HSG-MG.A.2	Apply geometric concepts in modeling situations Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
B	6	Modeling with Geometry	9	Fermi Problems	CCSS.Math.Content.HSG-GMD.A.3	Explain volume formulas and use them to solve problems Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
B	6	Modeling with Geometry	9	Fermi Problems	CCSS.Math.Content.HSG-MG.A.2	Apply geometric concepts in modeling situations Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
B	6	Modeling with Geometry	10	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> Revisit Review activities located before each quiz in the unit Look at the Summary activities in each lesson Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems they did not fully understand
B	6	Modeling with Geometry	11	Unit Test	Multiple	All assessed standards covered in this unit
B	7	Project: Storage Site	1	Project: Storage Site	CCSS.Math.Content.HSG-MG.A.1	Apply geometric concepts in modeling situations Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
B	7	Project: Storage Site	1	Project: Storage Site	CCSS.Math.Content.HSG-MG.A.2	Apply geometric concepts in modeling situations Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
B	7	Project: Storage Site	1	Project: Storage Site	CCSS.Math.Content.HSG-MG.A.3	Apply geometric concepts in modeling situations Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).
B	7	Project: Storage Site	2	Project Writing 1	CCSS.Math.Content.HSG-MG.A.1	Apply geometric concepts in modeling situations Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
B	7	Project: Storage Site	2	Project Writing 1	CCSS.Math.Content.HSG-MG.A.2	Apply geometric concepts in modeling situations Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
B	7	Project: Storage Site	2	Project Writing 1	CCSS.Math.Content.HSG-MG.A.3	Apply geometric concepts in modeling situations Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).
B	7	Project: Storage Site	3	Project Writing 2	CCSS.Math.Content.HSG-MG.A.1	Apply geometric concepts in modeling situations Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

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B	7	Project: Storage Site	3	Project Writing 2	CCSS.Math.Content.HSG-MG.A.2 Apply geometric concepts in modeling situations Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
B	7	Project: Storage Site	3	Project Writing 2	CCSS.Math.Content.HSG-MG.A.3 Apply geometric concepts in modeling situations Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).
B	7	Project: Storage Site	4	Project Writing 3	CCSS.Math.Content.HSG-MG.A.1 Apply geometric concepts in modeling situations Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
B	7	Project: Storage Site	4	Project Writing 3	CCSS.Math.Content.HSG-MG.A.2 Apply geometric concepts in modeling situations Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
B	7	Project: Storage Site	4	Project Writing 3	CCSS.Math.Content.HSG-MG.A.3 Apply geometric concepts in modeling situations Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).
B	7	Project: Storage Site	5	Project Reflection	CCSS.Math.Content.HSG-MG.A.1 Apply geometric concepts in modeling situations Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
B	7	Project: Storage Site	5	Project Reflection	CCSS.Math.Content.HSG-MG.A.2 Apply geometric concepts in modeling situations Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
B	7	Project: Storage Site	5	Project Reflection	CCSS.Math.Content.HSG-MG.A.3 Apply geometric concepts in modeling situations Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).
B	8	Geometry Semester A and B Assessments	1	Semester A Test, Parts 1 and 2	Multiple All assessed standards covered by this point in the course
B	8	Geometry Semester A and B Assessments	2	Your Choice	N/A Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	8	Geometry Semester A and B Assessments	3	Semester B Test, Parts 1 and 2	Multiple All assessed standards covered by this point in the course
B	8	Geometry Semester A and B Assessments	4	Your Choice	N/A Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson



**Common Core High School Math Standards
Attachment 28 - ACAD
Compared to MTH308 Summit Algebra 2**



Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Systems of Linear Equations and Inequalities	1	Exchange Ideas: Systems of Linear Equations and Inequalities	CCSS.Math.Content.HSA-CED.A.3	Create equations that describe numbers or relationships Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
A	1	Systems of Linear Equations and Inequalities	1	Exchange Ideas: Systems of Linear Equations and Inequalities	CCSS.Math.Content.HSA-REI.D.12	Represent and solve equations and inequalities graphically Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
A	1	Systems of Linear Equations and Inequalities	2	Solve Systems of Two Linear Equations	CCSS.Math.Content.HSA-CED.A.4	Create equations that describe numbers or relationships Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
A	1	Systems of Linear Equations and Inequalities	2	Solve Systems of Two Linear Equations	CCSS.Math.Content.HSA-REI.C.6	Solve systems of equations Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
A	1	Systems of Linear Equations and Inequalities	2	Solve Systems of Two Linear Equations	CCSS.Math.Content.HSA-REI.D.11	Represent and solve equations and inequalities graphically Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
A	1	Systems of Linear Equations and Inequalities	2	Solve Systems of Two Linear Equations	CCSS.Math.Content.HSA-REI.D.12	Represent and solve equations and inequalities graphically Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
A	1	Systems of Linear Equations and Inequalities	3	Solve Systems of Three Linear Equations	CCSS.Math.Content.HSA-REI.C.6	Solve systems of equations Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
A	1	Systems of Linear Equations and Inequalities	4	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson

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A	1	Systems of Linear Equations and Inequalities	5	Inequalities in One Variable	CCSS.Math.Content.7.EE.B.4a Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	1	Systems of Linear Equations and Inequalities	5	Inequalities in One Variable	CCSS.Math.Content.HSA-CED.A.1 Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	1	Systems of Linear Equations and Inequalities	5	Inequalities in One Variable	CCSS.Math.Content.HSA-REI.B.3 Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	1	Systems of Linear Equations and Inequalities	6	Compound Inequalities	CCSS.Math.Content.HSA-CED.A.1 Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	1	Systems of Linear Equations and Inequalities	6	Compound Inequalities	CCSS.Math.Content.HSA-REI.B.3 Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	1	Systems of Linear Equations and Inequalities	7	Inequalities in Two Variables	CCSS.Math.Content.HSA-REI.D.12 Represent and solve equations and inequalities graphically Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
A	1	Systems of Linear Equations and Inequalities	7	Inequalities in Two Variables	CCSS.Math.Content.HSF-IF.C.7a Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph linear and quadratic functions and show intercepts, maxima, and minima.
A	1	Systems of Linear Equations and Inequalities	8	Systems of Linear Inequalities	CCSS.Math.Content.HSA-REI.D.12 Represent and solve equations and inequalities graphically Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

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A	1	Systems of Linear Equations and Inequalities	9	Linear Programming	CCSS.Math.Content.HSA-CED.A.3	Create equations that describe numbers or relationships Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
A	1	Systems of Linear Equations and Inequalities	9	Linear Programming	CCSS.Math.Content.HSA-REI.D.12	Represent and solve equations and inequalities graphically Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
A	1	Systems of Linear Equations and Inequalities	10	Applications of Linear Programming	CCSS.Math.Content.HSA-CED.A.3	Create equations that describe numbers or relationships Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
A	1	Systems of Linear Equations and Inequalities	10	Applications of Linear Programming	CCSS.Math.Content.HSA-REI.D.12	Represent and solve equations and inequalities graphically Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
A	1	Systems of Linear Equations and Inequalities	10	Applications of Linear Programming	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
A	1	Systems of Linear Equations and Inequalities	11	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Revisit Review activities located before each quiz in the unit • Look at the Summary activities in each lesson • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand
A	1	Systems of Linear Equations and Inequalities	12	Unit Test	Multiple	All assessed standards covered in this unit
A	2	Radicals and Complex Numbers	1	Exchange Ideas: Radicals and Complex Numbers	CCSS.Math.Content.HSN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.
A	2	Radicals and Complex Numbers	1	Exchange Ideas: Radicals and Complex Numbers	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
A	2	Radicals and Complex Numbers	1	Exchange Ideas: Radicals and Complex Numbers	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
A	2	Radicals and Complex Numbers	2	Square Roots	CCSS.Math.Content.HSN-RN.A.1	Extend the properties of exponents to rational exponents. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.
A	2	Radicals and Complex Numbers	2	Square Roots	CCSS.Math.Content.HSN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

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A	2	Radicals and Complex Numbers	2	Square Roots	CCSS.Math.Content.H SN-RN.B.3	Use properties of rational and irrational numbers. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
A	2	Radicals and Complex Numbers	3	Simplify Radical Expressions	CCSS.Math.Content.H SN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.
A	2	Radicals and Complex Numbers	3	Simplify Radical Expressions	CCSS.Math.Content.H SN-RN.B.3	Use properties of rational and irrational numbers. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
A	2	Radicals and Complex Numbers	4	Fractional Exponents and Higher Roots	CCSS.Math.Content.H SN-RN.A.1	Extend the properties of exponents to rational exponents. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.
A	2	Radicals and Complex Numbers	4	Fractional Exponents and Higher Roots	CCSS.Math.Content.H SN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.
A	2	Radicals and Complex Numbers	5	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
A	2	Radicals and Complex Numbers	6	Imaginary Numbers	CCSS.Math.Content.H SN-CN.A.1	Perform arithmetic operations with complex numbers. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.
A	2	Radicals and Complex Numbers	6	Imaginary Numbers	CCSS.Math.Content.H SN-CN.A.2	Perform arithmetic operations with complex numbers. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
A	2	Radicals and Complex Numbers	6	Imaginary Numbers	CCSS.Math.Content.H SN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.
A	2	Radicals and Complex Numbers	7	Complex Numbers	CCSS.Math.Content.H SA-APR.A.1	Perform arithmetic operations on polynomials Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

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A	2	Radicals and Complex Numbers	7	Complex Numbers	CCSS.Math.Content.H SA-REI.B.4b Solve equations and inequalities in one variable Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .
A	2	Radicals and Complex Numbers	7	Complex Numbers	CCSS.Math.Content.H SN-CN.A.1 Perform arithmetic operations with complex numbers. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.
A	2	Radicals and Complex Numbers	7	Complex Numbers	CCSS.Math.Content.H SN-CN.A.2 Perform arithmetic operations with complex numbers. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
A	2	Radicals and Complex Numbers	7	Complex Numbers	CCSS.Math.Content.H SN-CN.A.3 Perform arithmetic operations with complex numbers. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.
A	2	Radicals and Complex Numbers	8	Unit Review	N/A Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> Revisit Review activities located before each quiz in the unit Look at the Summary activities in each lesson Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems they did not fully understand
A	2	Radicals and Complex Numbers	9	Unit Test	Multiple All assessed standards covered in this unit
A	3	Polynomials	1	Exchange Ideas: Polynomials	CCSS.Math.Content.H SA-CED.A.4 Create equations that describe numbers or relationships Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
A	3	Polynomials	1	Exchange Ideas: Polynomials	CCSS.Math.Content.H SA-REI.B.4a Solve equations and inequalities in one variable Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
A	3	Polynomials	1	Exchange Ideas: Polynomials	CCSS.Math.Content.H SA-REI.B.4b Solve equations and inequalities in one variable Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .
A	3	Polynomials	1	Exchange Ideas: Polynomials	CCSS.Math.Content.H SN-CN.C.7 Use complex numbers in polynomial identities and equations. Solve quadratic equations with real coefficients that have complex solutions.

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A	3	Polynomials	2	Work with Polynomials	CCSS.Math.Content.H SA-APR.A.1	Perform arithmetic operations on polynomials Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
A	3	Polynomials	2	Work with Polynomials	CCSS.Math.Content.H SA-SSE.A.1a	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret parts of an expression, such as terms, factors, and coefficients.
A	3	Polynomials	3	Multiply Polynomials	CCSS.Math.Content.H SA-APR.A.1	Perform arithmetic operations on polynomials Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
A	3	Polynomials	4	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
A	3	Polynomials	5	Factoring Patterns	CCSS.Math.Content.H SA-SSE.A.2	Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.
A	3	Polynomials	6	More Factoring Patterns	CCSS.Math.Content.H SA-APR.C.4	Use polynomial identities to solve problems Prove polynomial identities and use them to describe numerical relationships.
A	3	Polynomials	6	More Factoring Patterns	CCSS.Math.Content.H SA-SSE.A.2	Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.
A	3	Polynomials	7	Solve Polynomial Equations	CCSS.Math.Content.H SA-APR.B.3	Understand the relationship between zeros and factors of polynomials Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
A	3	Polynomials	7	Solve Polynomial Equations	CCSS.Math.Content.H SA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	3	Polynomials	7	Solve Polynomial Equations	CCSS.Math.Content.H SA-REI.B.4b	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .

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A	3	Polynomials	7	Solve Polynomial Equations	Math.Content.H SA-SSE.A.2	Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.
A	3	Polynomials	7	Solve Polynomial Equations	CCSS.Math.Content.H SA-SSE.B.3a	Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Factor a quadratic expression to reveal the zeros of the function it defines.
A	3	Polynomials	8	Solve Quadratic Equations	CCSS.Math.Content.8 .EE.A.2	Work with radicals and integer exponents. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
A	3	Polynomials	8	Solve Quadratic Equations	CCSS.Math.Content.H SA-CED.A.4	Create equations that describe numbers or relationships Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
A	3	Polynomials	8	Solve Quadratic Equations	CCSS.Math.Content.H SA-REI.B.4a	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
A	3	Polynomials	8	Solve Quadratic Equations	CCSS.Math.Content.H SA-REI.B.4b	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .
A	3	Polynomials	8	Solve Quadratic Equations	CCSS.Math.Content.H SN-CN.C.7	Use complex numbers in polynomial identities and equations. Solve quadratic equations with real coefficients that have complex solutions.
A	3	Polynomials	9	The Quadratic Formula	CCSS.Math.Content.H SA-CED.A.4	Create equations that describe numbers or relationships Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
A	3	Polynomials	9	The Quadratic Formula	CCSS.Math.Content.H SA-REI.B.4a	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.

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A	3	Polynomials	9	The Quadratic Formula	CCSS.Math.Content.H SA-REI.B.4b	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .
A	3	Polynomials	9	The Quadratic Formula	CCSS.Math.Content.H SN-CN.C.7	Use complex numbers in polynomial identities and equations. Solve quadratic equations with real coefficients that have complex solutions.
A	3	Polynomials	10	Factor Over the Complex Numbers	CCSS.Math.Content.H SA-SSE.A.2	Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.
A	3	Polynomials	10	Factor Over the Complex Numbers	CCSS.Math.Content.H SN-CN.C.8	Use complex numbers in polynomial identities and equations. (+) Extend polynomial identities to the complex numbers.
A	3	Polynomials	11	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> Revisit Review activities located before each quiz in the unit Look at the Summary activities in each lesson Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems they did not fully understand
A	3	Polynomials	12	Unit Test	Multiple	All assessed standards covered in this unit
A	4	Polynomial Functions	1	Exchange Ideas: Polynomial Functions	CCSS.Math.Content.H SA-APR.B.2	Understand the relationship between zeros and factors of polynomials Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
A	4	Polynomial Functions	1	Exchange Ideas: Polynomial Functions	CCSS.Math.Content.H SA-APR.B.3	Understand the relationship between zeros and factors of polynomials Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
A	4	Polynomial Functions	2	Power Functions	CCSS.Math.Content.8 .F.A.1	Define, evaluate, and compare functions. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
A	4	Polynomial Functions	2	Power Functions	CCSS.Math.Content.H SF-BF.B.3	Build new functions from existing functions Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

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A	4	Polynomial Functions	2	Power Functions	<p>CCSS.Math.Content.HSF-IF.C.7a</p> <p>Analyze functions using different representations</p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>Graph linear and quadratic functions and show intercepts, maxima, and minima.</p>
A	4	Polynomial Functions	2	Power Functions	<p>CCSS.Math.Content.HSF-IF.C.7c</p> <p>Analyze functions using different representations</p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p>
A	4	Polynomial Functions	2	Power Functions	<p>CCSS.Math.Content.HSF-LE.A.1a</p> <p>Construct and compare linear, quadratic, and exponential models and solve problems</p> <p>Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <p>Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</p>
A	4	Polynomial Functions	3	Polynomial Long Division	<p>CCSS.Math.Content.HSA-APR.A.1</p> <p>Perform arithmetic operations on polynomials</p> <p>Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p>
A	4	Polynomial Functions	3	Polynomial Long Division	<p>CCSS.Math.Content.HSA-APR.D.6</p> <p>Rewrite rational expressions</p> <p>Rewrite simple rational expressions in different forms; write $\frac{ax + b}{cx + d}$ in the form $q(x) + \frac{r(x)}{cx + d}$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p>
A	4	Polynomial Functions	4	Synthetic Division	<p>CCSS.Math.Content.HSA-APR.D.6</p> <p>Rewrite rational expressions</p> <p>Rewrite simple rational expressions in different forms; write $\frac{ax + b}{cx + d}$ in the form $q(x) + \frac{r(x)}{cx + d}$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p>
A	4	Polynomial Functions	5	Your Choice	<p>N/A</p> <p>Students may use this lesson time to do any of the following:</p> <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson

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A	4	Polynomial Functions	6	The Polynomial Remainder Theorem	CCSS.Math.Content.6.EE.A.2c	<p>Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).</p>
A	4	Polynomial Functions	6	The Polynomial Remainder Theorem	CCSS.Math.Content.HSA-APR.B.2	<p>Understand the relationship between zeros and factors of polynomials</p> <p>Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.</p>
A	4	Polynomial Functions	6	The Polynomial Remainder Theorem	CCSS.Math.Content.HSA-APR.B.3	<p>Understand the relationship between zeros and factors of polynomials</p> <p>Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p>
A	4	Polynomial Functions	7	Factors and Rational Roots	CCSS.Math.Content.HSA-APR.B.2	<p>Understand the relationship between zeros and factors of polynomials</p> <p>Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.</p>
A	4	Polynomial Functions	7	Factors and Rational Roots	CCSS.Math.Content.HSA-APR.B.3	<p>Understand the relationship between zeros and factors of polynomials</p> <p>Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p>
A	4	Polynomial Functions	8	Graph Polynomial Functions	CCSS.Math.Content.HSA-APR.B.3	<p>Understand the relationship between zeros and factors of polynomials</p> <p>Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p>
A	4	Polynomial Functions	8	Graph Polynomial Functions	CCSS.Math.Content.HSA-SSE.A.2	<p>Interpret the structure of expressions</p> <p>Use the structure of an expression to identify ways to rewrite it.</p>
A	4	Polynomial Functions	8	Graph Polynomial Functions	CCSS.Math.Content.HSA-SSE.B.3a	<p>Write expressions in equivalent forms to solve problems</p> <p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <p>Factor a quadratic expression to reveal the zeros of the function it defines.</p>

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A	4	Polynomial Functions	8	Graph Polynomial Functions	CCSS.Math.Content.H SF-IF.C.7a	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph linear and quadratic functions and show intercepts, maxima, and minima.
A	4	Polynomial Functions	8	Graph Polynomial Functions	CCSS.Math.Content.H SF-IF.C.7c	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
A	4	Polynomial Functions	8	Graph Polynomial Functions	CCSS.Math.Content.H SF-IF.C.8a	Analyze functions using different representations Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
A	4	Polynomial Functions	9	The Fundamental Theorem of Algebra	CCSS.Math.Content.H SA-SSE.A.2	Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.
A	4	Polynomial Functions	9	The Fundamental Theorem of Algebra	CCSS.Math.Content.H SA-SSE.B.3a	Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Factor a quadratic expression to reveal the zeros of the function it defines.
A	4	Polynomial Functions	9	The Fundamental Theorem of Algebra	CCSS.Math.Content.H SN-CN.C.9	Use complex numbers in polynomial identities and equations. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.
A	4	Polynomial Functions	10	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Revisit Review activities located before each quiz in the unit • Look at the Summary activities in each lesson • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand
A	4	Polynomial Functions	11	Unit Test	Multiple	All assessed standards covered in this unit
A	5	Radical and Rational Expressions	1	Exchange Ideas: Radical and Rational Expressions	CCSS.Math.Content.H SA-APR.D.7	Rewrite rational expressions (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

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A	5	Radical and Rational Expressions	1	Exchange Ideas: Radical and Rational Expressions	CCSS.Math.Content.HSA-REI.A.1	Understand solving equations as a process of reasoning and explain the reasoning Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
A	5	Radical and Rational Expressions	1	Exchange Ideas: Radical and Rational Expressions	CCSS.Math.Content.HSA-SSE.A.1a	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret parts of an expression, such as terms, factors, and coefficients.
A	5	Radical and Rational Expressions	1	Exchange Ideas: Radical and Rational Expressions	CCSS.Math.Content.HSA-SSE.A.1b	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret complicated expressions by viewing one or more of their parts as a single entity.
A	5	Radical and Rational Expressions	2	Solve Radical Equations	CCSS.Math.Content.8.EE.C.7b	Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	5	Radical and Rational Expressions	2	Solve Radical Equations	CCSS.Math.Content.HSA-CED.A.4	Create equations that describe numbers or relationships Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
A	5	Radical and Rational Expressions	2	Solve Radical Equations	CCSS.Math.Content.HSA-REI.A.1	Understand solving equations as a process of reasoning and explain the reasoning Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
A	5	Radical and Rational Expressions	2	Solve Radical Equations	CCSS.Math.Content.HSA-REI.A.2	Understand solving equations as a process of reasoning and explain the reasoning Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
A	5	Radical and Rational Expressions	3	Extended Problems: Extraneous Solutions	CCSS.Math.Content.HSA-REI.A.1	Understand solving equations as a process of reasoning and explain the reasoning Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

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A	5	Radical and Rational Expressions	3	Extended Problems: Extraneous Solutions CCSS.Math.Content.H SA-REI.A.2	Understand solving equations as a process of reasoning and explain the reasoning Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
A	5	Radical and Rational Expressions	4	Rational Expressions CCSS.Math.Content.7 .EE.A.1	Use properties of operations to generate equivalent expressions. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	5	Radical and Rational Expressions	4	Rational Expressions CCSS.Math.Content.H SA-APR.D.6	Rewrite rational expressions Rewrite simple rational expressions in different forms; write $\frac{ax + b}{cx + d}$ in the form $q(x) + \frac{r(x)}{cx + d}$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.
A	5	Radical and Rational Expressions	4	Rational Expressions CCSS.Math.Content.H SA-APR.D.7	Rewrite rational expressions (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
A	5	Radical and Rational Expressions	4	Rational Expressions CCSS.Math.Content.H SA-SSE.A.1a	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret parts of an expression, such as terms, factors, and coefficients.
A	5	Radical and Rational Expressions	4	Rational Expressions CCSS.Math.Content.H SA-SSE.A.1b	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret complicated expressions by viewing one or more of their parts as a single entity.
A	5	Radical and Rational Expressions	5	Multiply and Divide Rational Expressions CCSS.Math.Content.H SA-APR.D.6	Rewrite rational expressions Rewrite simple rational expressions in different forms; write $\frac{ax + b}{cx + d}$ in the form $q(x) + \frac{r(x)}{cx + d}$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.
A	5	Radical and Rational Expressions	5	Multiply and Divide Rational Expressions CCSS.Math.Content.H SA-APR.D.7	Rewrite rational expressions (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

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A	5	Radical and Rational Expressions	6	Add and Subtract Rational Expressions	CCSS.Math.Content.HSA-APR.D.7	Rewrite rational expressions (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
A	5	Radical and Rational Expressions	6	Add and Subtract Rational Expressions	CCSS.Math.Content.HSA-REI.A.1	Understand solving equations as a process of reasoning and explain the reasoning Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
A	5	Radical and Rational Expressions	7	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
A	5	Radical and Rational Expressions	8	Simplify Complex Fractions	CCSS.Math.Content.HSA-APR.D.6	Rewrite rational expressions Rewrite simple rational expressions in different forms; write $\frac{a(x)}{b(x)}$ in the form $q(x) + \frac{r(x)}{b(x)}$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.
A	5	Radical and Rational Expressions	8	Simplify Complex Fractions	CCSS.Math.Content.HSA-APR.D.7	Rewrite rational expressions (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
A	5	Radical and Rational Expressions	9	Solve Rational Equations	CCSS.Math.Content.8.EE.C.7b	Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	5	Radical and Rational Expressions	9	Solve Rational Equations	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	5	Radical and Rational Expressions	9	Solve Rational Equations	CCSS.Math.Content.HSA-CED.A.4	Create equations that describe numbers or relationships Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

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A	5	Radical and Rational Expressions	9	Solve Rational Equations	CCSS.Math.Content.HSA-REI.A.1 Understand solving equations as a process of reasoning and explain the reasoning Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
A	5	Radical and Rational Expressions	9	Solve Rational Equations	CCSS.Math.Content.HSA-REI.A.2 Understand solving equations as a process of reasoning and explain the reasoning Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
A	5	Radical and Rational Expressions	10	Unit Review	N/A Students may use this lesson time to do any of the following: • Revisit Review activities located before each quiz in the unit • Look at the Summary activities in each lesson • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand
A	5	Radical and Rational Expressions	11	Unit Test	Multiple All assessed standards covered in this unit
A	6	Exponential and Logarithmic Functions	1	Exchange Ideas: Exponential and Logarithmic Functions	CCSS.Math.Content.HSA-CED.A.1 Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	6	Exponential and Logarithmic Functions	1	Exchange Ideas: Exponential and Logarithmic Functions	CCSS.Math.Content.HSF-BF.B.5 Build new functions from existing functions (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.
A	6	Exponential and Logarithmic Functions	2	Exponential Growth and Decay	CCSS.Math.Content.8.EE.A.2 Work with radicals and integer exponents. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
A	6	Exponential and Logarithmic Functions	2	Exponential Growth and Decay	CCSS.Math.Content.HSA-CED.A.1 Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	6	Exponential and Logarithmic Functions	2	Exponential Growth and Decay	CCSS.Math.Content.HSA-CED.A.2 Create equations that describe numbers or relationships Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
A	6	Exponential and Logarithmic Functions	2	Exponential Growth and Decay	CCSS.Math.Content.HSA-SSE.B.3c Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Use the properties of exponents to transform expressions for exponential functions.

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A	6	Exponential and Logarithmic Functions	2	Exponential Growth and Decay	<p>CCSS.Math.Content.HSF-IF.C.8b</p> <p>Analyze functions using different representations</p> <p>Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>Use the properties of exponents to interpret expressions for exponential functions.</p>
A	6	Exponential and Logarithmic Functions	2	Exponential Growth and Decay	<p>CCSS.Math.Content.HSF-LE.A.1a</p> <p>Construct and compare linear, quadratic, and exponential models and solve problems</p> <p>Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <p>Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</p>
A	6	Exponential and Logarithmic Functions	2	Exponential Growth and Decay	<p>CCSS.Math.Content.HSF-LE.A.1c</p> <p>Construct and compare linear, quadratic, and exponential models and solve problems</p> <p>Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <p>Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p>
A	6	Exponential and Logarithmic Functions	2	Exponential Growth and Decay	<p>CCSS.Math.Content.HSF-LE.A.2</p> <p>Construct and compare linear, quadratic, and exponential models and solve problems</p> <p>Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p>
A	6	Exponential and Logarithmic Functions	2	Exponential Growth and Decay	<p>CCSS.Math.Content.HSF-LE.A.3</p> <p>Construct and compare linear, quadratic, and exponential models and solve problems</p> <p>Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</p>
A	6	Exponential and Logarithmic Functions	2	Exponential Growth and Decay	<p>CCSS.Math.Content.HSF-LE.B.5</p> <p>Interpret expressions for functions in terms of the situation they model</p> <p>Interpret the parameters in a linear or exponential function in terms of a context.</p>
A	6	Exponential and Logarithmic Functions	2	Exponential Growth and Decay	<p>CCSS.Math.Content.HSN-Q.A.2</p> <p>Reason quantitatively and use units to solve problems.</p> <p>Define appropriate quantities for the purpose of descriptive modeling.</p>
A	6	Exponential and Logarithmic Functions	3	Graph Exponential Functions	<p>CCSS.Math.Content.8.F.A.1</p> <p>Define, evaluate, and compare functions.</p> <p>Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p>

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A	6	Exponential and Logarithmic Functions	3	Graph Exponential Functions	<p>CCSS.Math.Content.HSA-CED.A.1</p> <p>Create equations that describe numbers or relationships</p> <p>Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p>
A	6	Exponential and Logarithmic Functions	3	Graph Exponential Functions	<p>CCSS.Math.Content.HSF-BF.B.3</p> <p>Build new functions from existing functions</p> <p>Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>
A	6	Exponential and Logarithmic Functions	3	Graph Exponential Functions	<p>CCSS.Math.Content.HSF-IF.C.7e</p> <p>Analyze functions using different representations</p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p>
A	6	Exponential and Logarithmic Functions	4	Inverses	<p>CCSS.Math.Content.HSA-CED.A.1</p> <p>Create equations that describe numbers or relationships</p> <p>Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p>
A	6	Exponential and Logarithmic Functions	4	Inverses	<p>CCSS.Math.Content.HSA-CED.A.4</p> <p>Create equations that describe numbers or relationships</p> <p>Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.</p>
A	6	Exponential and Logarithmic Functions	4	Inverses	<p>CCSS.Math.Content.HSA-REI.A.1</p> <p>Understand solving equations as a process of reasoning and explain the reasoning</p> <p>Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p>
A	6	Exponential and Logarithmic Functions	4	Inverses	<p>CCSS.Math.Content.HSF-BF.A.1b</p> <p>Build a function that models a relationship between two quantities</p> <p>Write a function that describes a relationship between two quantities</p> <p>Combine standard function types using arithmetic operations.</p>
A	6	Exponential and Logarithmic Functions	4	Inverses	<p>CCSS.Math.Content.HSF-BF.B.4a</p> <p>Build new functions from existing functions</p> <p>Find inverse functions.</p> <p>Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse.</p>

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A	6	Exponential and Logarithmic Functions	4	Inverses	CCSS.Math.Content.H SF-BF.B.4d Build new functions from existing functions Find inverse functions. (+) Produce an invertible function from a non-invertible function by restricting the domain.
A	6	Exponential and Logarithmic Functions	4	Inverses	CCSS.Math.Content.H SF-IF.A.1 Understand the concept of a function and use function notation Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
A	6	Exponential and Logarithmic Functions	5	Logarithms	CCSS.Math.Content.6 .EE.A.2c Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
A	6	Exponential and Logarithmic Functions	5	Logarithms	CCSS.Math.Content.H SA-CED.A.1 Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	6	Exponential and Logarithmic Functions	5	Logarithms	CCSS.Math.Content.H SA-REI.A.1 Understand solving equations as a process of reasoning and explain the reasoning Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
A	6	Exponential and Logarithmic Functions	5	Logarithms	CCSS.Math.Content.H SF-BF.B.5 Build new functions from existing functions (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.
A	6	Exponential and Logarithmic Functions	6	Properties of Logarithms	CCSS.Math.Content.H SA-CED.A.1 Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	6	Exponential and Logarithmic Functions	6	Properties of Logarithms	CCSS.Math.Content.H SA-REI.A.1 Understand solving equations as a process of reasoning and explain the reasoning Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

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A	6	Exponential and Logarithmic Functions	6	Properties of Logarithms	CCSS.Math.Content.H SF-BF.B.5	Build new functions from existing functions (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.
A	6	Exponential and Logarithmic Functions	7	Use Logarithms to Solve Exponential Equations	CCSS.Math.Content.H SA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	6	Exponential and Logarithmic Functions	7	Use Logarithms to Solve Exponential Equations	CCSS.Math.Content.H SF-BF.B.5	Build new functions from existing functions (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.
A	6	Exponential and Logarithmic Functions	7	Use Logarithms to Solve Exponential Equations	CCSS.Math.Content.H SF-IF.C.7e	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
A	6	Exponential and Logarithmic Functions	7	Use Logarithms to Solve Exponential Equations	CCSS.Math.Content.H SF-LE.A.4	Construct and compare linear, quadratic, and exponential models and solve problems For exponential models, express as a logarithm the solution to $abct = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.
A	6	Exponential and Logarithmic Functions	8	Applications of Exponential Equations	CCSS.Math.Content.H SA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	6	Exponential and Logarithmic Functions	8	Applications of Exponential Equations	CCSS.Math.Content.H SF-LE.A.4	Construct and compare linear, quadratic, and exponential models and solve problems For exponential models, express as a logarithm the solution to $abct = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.
A	6	Exponential and Logarithmic Functions	9	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson

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A	6	Exponential and Logarithmic Functions	10	Graph Logarithmic Functions	CCSS.Math.Content.H SF-BF.B.3 Build new functions from existing functions Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
A	6	Exponential and Logarithmic Functions	10	Graph Logarithmic Functions	CCSS.Math.Content.H SF-BF.B.5 Build new functions from existing functions (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.
A	6	Exponential and Logarithmic Functions	10	Graph Logarithmic Functions	CCSS.Math.Content.H SF-IF.A.2 Understand the concept of a function and use function notation Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
A	6	Exponential and Logarithmic Functions	10	Graph Logarithmic Functions	CCSS.Math.Content.H SF-IF.C.7e Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
A	6	Exponential and Logarithmic Functions	11	Unit Review	N/A Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> Revisit Review activities located before each quiz in the unit Look at the Summary activities in each lesson Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems they did not fully understand
A	6	Exponential and Logarithmic Functions	12	Unit Test	Multiple All assessed standards covered in this unit
A	7	Radians and Trigonometric Functions	1	Exchange Ideas: Radians and Trigonometric Functions	CCSS.Math.Content.H SF-TF.B.7 Model periodic phenomena with trigonometric functions (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.
A	7	Radians and Trigonometric Functions	1	Exchange Ideas: Radians and Trigonometric Functions	CCSS.Math.Content.H SF-TF.C.8 Prove and apply trigonometric identities Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.
A	7	Radians and Trigonometric Functions	2	Right Triangle Trigonometry	CCSS.Math.Content.8 .G.B.7 Understand and apply the Pythagorean Theorem. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

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A	7	Radians and Trigonometric Functions	2	Right Triangle Trigonometry	CCSS.Math.Content.H SF-TF.B.7	Model periodic phenomena with trigonometric functions (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.
A	7	Radians and Trigonometric Functions	2	Right Triangle Trigonometry	CCSS.Math.Content.H SG-SRT.C.6	Define trigonometric ratios and solve problems involving right triangles Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
A	7	Radians and Trigonometric Functions	3	Applications of Right Triangle Trigonometry	CCSS.Math.Content.H SF-TF.B.7	Model periodic phenomena with trigonometric functions (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.
A	7	Radians and Trigonometric Functions	3	Applications of Right Triangle Trigonometry	CCSS.Math.Content.H SG-SRT.C.6	Define trigonometric ratios and solve problems involving right triangles Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
A	7	Radians and Trigonometric Functions	3	Applications of Right Triangle Trigonometry	CCSS.Math.Content.H SG-SRT.C.8	Define trigonometric ratios and solve problems involving right triangles Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
A	7	Radians and Trigonometric Functions	4	Radians and Degrees	CCSS.Math.Content.H SF-TF.A.1	Extend the domain of trigonometric functions using the unit circle Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
A	7	Radians and Trigonometric Functions	4	Radians and Degrees	CCSS.Math.Content.H SG-C.B.5	Find arc lengths and areas of sectors of circles Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
A	7	Radians and Trigonometric Functions	4	Radians and Degrees	CCSS.Math.Content.H SG-CO.A.1	Experiment with transformations in the plane Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
A	7	Radians and Trigonometric Functions	5	Coterminal Angles	CCSS.Math.Content.H SF-TF.A.1	Extend the domain of trigonometric functions using the unit circle Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
A	7	Radians and Trigonometric Functions	5	Coterminal Angles	CCSS.Math.Content.H SG-C.B.5	Find arc lengths and areas of sectors of circles Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

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A	7	Radians and Trigonometric Functions	6	The Unit Circle	CCSS.Math.Content.H SF-TF.A.2	Extend the domain of trigonometric functions using the unit circle Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
A	7	Radians and Trigonometric Functions	6	The Unit Circle	CCSS.Math.Content.H SF-TF.A.3	Extend the domain of trigonometric functions using the unit circle (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x , where x is any real number.
A	7	Radians and Trigonometric Functions	6	The Unit Circle	CCSS.Math.Content.H SN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.
A	7	Radians and Trigonometric Functions	7	Trigonometric Identities	CCSS.Math.Content.H SF-TF.C.8	Prove and apply trigonometric identities Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.
A	7	Radians and Trigonometric Functions	7	Trigonometric Identities	CCSS.Math.Content.H SG-SRT.C.8	Define trigonometric ratios and solve problems involving right triangles Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
A	7	Radians and Trigonometric Functions	8	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
A	7	Radians and Trigonometric Functions	9	Trigonometric Functions of Any Angle	CCSS.Math.Content.H SF-TF.A.1	Extend the domain of trigonometric functions using the unit circle Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
A	7	Radians and Trigonometric Functions	9	Trigonometric Functions of Any Angle	CCSS.Math.Content.H SF-TF.C.8	Prove and apply trigonometric identities Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.
A	7	Radians and Trigonometric Functions	9	Trigonometric Functions of Any Angle	CCSS.Math.Content.H SF-TF.C.9	Prove and apply trigonometric identities (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.
A	7	Radians and Trigonometric Functions	9	Trigonometric Functions of Any Angle	CCSS.Math.Content.H SG-SRT.C.6	Define trigonometric ratios and solve problems involving right triangles Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

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A	7	Radians and Trigonometric Functions	9	Trigonometric Functions of Any Angle CCSS.Math.Content.H SG-SRT.C.8	Define trigonometric ratios and solve problems involving right triangles Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
A	7	Radians and Trigonometric Functions	10	Inverse Trigonometric Functions CCSS.Math.Content.H SF-TF.A.2	Extend the domain of trigonometric functions using the unit circle Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
A	7	Radians and Trigonometric Functions	10	Inverse Trigonometric Functions CCSS.Math.Content.H SF-TF.B.6	Model periodic phenomena with trigonometric functions (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
A	7	Radians and Trigonometric Functions	10	Inverse Trigonometric Functions CCSS.Math.Content.H SF-TF.B.7	Model periodic phenomena with trigonometric functions (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.
A	7	Radians and Trigonometric Functions	10	Inverse Trigonometric Functions CCSS.Math.Content.H SG-SRT.C.6	Define trigonometric ratios and solve problems involving right triangles Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
A	7	Radians and Trigonometric Functions	10	Inverse Trigonometric Functions CCSS.Math.Content.H SG-SRT.C.8	Define trigonometric ratios and solve problems involving right triangles Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
A	7	Radians and Trigonometric Functions	11	Applications of Inverse Trigonometric Functions CCSS.Math.Content.H SF-TF.B.6	Model periodic phenomena with trigonometric functions (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
A	7	Radians and Trigonometric Functions	11	Applications of Inverse Trigonometric Functions CCSS.Math.Content.H SF-TF.B.7	Model periodic phenomena with trigonometric functions (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.
A	7	Radians and Trigonometric Functions	11	Applications of Inverse Trigonometric Functions CCSS.Math.Content.H SG-SRT.C.6	Define trigonometric ratios and solve problems involving right triangles Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
A	7	Radians and Trigonometric Functions	11	Applications of Inverse Trigonometric Functions CCSS.Math.Content.H SG-SRT.C.8	Define trigonometric ratios and solve problems involving right triangles Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

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A	7	Radians and Trigonometric Functions	12	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Revisit Review activities located before each quiz in the unit • Look at the Summary activities in each lesson • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand
A	7	Radians and Trigonometric Functions	13	Unit Test	Multiple	All assessed standards covered in this unit
A	8	Algebra 2 Semester A Assessments	1	Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
A	8	Algebra 2 Semester A Assessments	2	Semester A Test, Parts 1 and 2	Multiple	All assessed standards covered by this point in the course
B	1	Graphs of Sinusoidal Functions	1	Exchange Ideas: Graphs of Sinusoidal Functions	CCSS.Math.Content.H SF-IF.B.4	Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
B	1	Graphs of Sinusoidal Functions	2	Sinusoidal Graphs	CCSS.Math.Content.H SF-IF.B.4	Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
B	1	Graphs of Sinusoidal Functions	2	Sinusoidal Graphs	CCSS.Math.Content.H SF-IF.C.7e	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
B	1	Graphs of Sinusoidal Functions	2	Sinusoidal Graphs	CCSS.Math.Content.H SF-TF.A.3	Extend the domain of trigonometric functions using the unit circle (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x , where x is any real number.
B	1	Graphs of Sinusoidal Functions	3	Sinusoidal Graphs: Amplitude	CCSS.Math.Content.H SF-BF.B.3	Build new functions from existing functions Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
B	1	Graphs of Sinusoidal Functions	3	Sinusoidal Graphs: Amplitude	CCSS.Math.Content.H SF-IF.A.3	Understand the concept of a function and use function notation Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.

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B	1	Graphs of Sinusoidal Functions	3	Sinusoidal Graphs: Amplitude	<p>CCSS.Math.Content.HSF-IF.B.4</p> <p>Interpret functions that arise in applications in terms of the context</p> <p>For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.</p>
B	1	Graphs of Sinusoidal Functions	3	Sinusoidal Graphs: Amplitude	<p>CCSS.Math.Content.HSF-IF.C.7e</p> <p>Analyze functions using different representations</p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p>
B	1	Graphs of Sinusoidal Functions	3	Sinusoidal Graphs: Amplitude	<p>CCSS.Math.Content.HSF-TF.A.3</p> <p>Extend the domain of trigonometric functions using the unit circle</p> <p>(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x, where x is any real number.</p>
B	1	Graphs of Sinusoidal Functions	4	Sinusoidal Graphs: Period	<p>CCSS.Math.Content.HSF-BF.B.3</p> <p>Build new functions from existing functions</p> <p>Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>
B	1	Graphs of Sinusoidal Functions	4	Sinusoidal Graphs: Period	<p>CCSS.Math.Content.HSF-IF.A.3</p> <p>Understand the concept of a function and use function notation</p> <p>Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.</p>
B	1	Graphs of Sinusoidal Functions	4	Sinusoidal Graphs: Period	<p>CCSS.Math.Content.HSF-IF.B.4</p> <p>Interpret functions that arise in applications in terms of the context</p> <p>For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.</p>
B	1	Graphs of Sinusoidal Functions	4	Sinusoidal Graphs: Period	<p>CCSS.Math.Content.HSF-IF.C.7e</p> <p>Analyze functions using different representations</p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p>

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B	1	Graphs of Sinusoidal Functions	5	Your Choice	N/A	<p>Students may use this lesson time to do any of the following:</p> <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	1	Graphs of Sinusoidal Functions	6	Sinusoidal Graphs: Vertical Shift	CCSS.Math.Content.HSF-BF.B.3	<p>Build new functions from existing functions</p> <p>Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>
B	1	Graphs of Sinusoidal Functions	6	Sinusoidal Graphs: Vertical Shift	CCSS.Math.Content.HSF-IF.A.3	<p>Understand the concept of a function and use function notation</p> <p>Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.</p>
B	1	Graphs of Sinusoidal Functions	6	Sinusoidal Graphs: Vertical Shift	CCSS.Math.Content.HSF-IF.B.4	<p>Interpret functions that arise in applications in terms of the context</p> <p>For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.</p>
B	1	Graphs of Sinusoidal Functions	6	Sinusoidal Graphs: Vertical Shift	CCSS.Math.Content.HSF-IF.C.7e	<p>Analyze functions using different representations</p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p>
B	1	Graphs of Sinusoidal Functions	7	Sinusoidal Family of Functions	CCSS.Math.Content.8.F.A.1	<p>Define, evaluate, and compare functions.</p> <p>Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p>
B	1	Graphs of Sinusoidal Functions	7	Sinusoidal Family of Functions	CCSS.Math.Content.HSF-BF.B.3	<p>Build new functions from existing functions</p> <p>Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>

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B	1	Graphs of Sinusoidal Functions	7	Sinusoidal Family of Functions	CCSS.Math.Content.H SF-IF.C.7e	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
B	1	Graphs of Sinusoidal Functions	7	Sinusoidal Family of Functions	CCSS.Math.Content.H SF-TF.B.5	Model periodic phenomena with trigonometric functions Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.
B	1	Graphs of Sinusoidal Functions	8	Create Trigonometric Models	CCSS.Math.Content.H SF-BF.B.3	Build new functions from existing functions Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
B	1	Graphs of Sinusoidal Functions	8	Create Trigonometric Models	CCSS.Math.Content.H SF-IF.C.7e	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
B	1	Graphs of Sinusoidal Functions	8	Create Trigonometric Models	CCSS.Math.Content.H SF-TF.B.5	Model periodic phenomena with trigonometric functions Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.
B	1	Graphs of Sinusoidal Functions	9	Interpret Trigonometric Models	CCSS.Math.Content.H SF-IF.B.4	Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
B	1	Graphs of Sinusoidal Functions	10	Extended Problems: Periodicity	CCSS.Math.Content.H SF-IF.B.4	Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

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B	1	Graphs of Sinusoidal Functions	10	Extended Problems: Periodicity	CCSS.Math.Content.H SF-IF.C.7e	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
B	1	Graphs of Sinusoidal Functions	11	Sketch Trigonometric Models	CCSS.Math.Content.H SF-IF.B.4	Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
B	1	Graphs of Sinusoidal Functions	11	Sketch Trigonometric Models	CCSS.Math.Content.H SG-SRT.C.8	Define trigonometric ratios and solve problems involving right triangles Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
B	1	Graphs of Sinusoidal Functions	12	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Revisit Review activities located before each quiz in the unit • Look at the Summary activities in each lesson • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand
B	1	Graphs of Sinusoidal Functions	13	Unit Test	Multiple	All assessed standards covered in this unit
B	2	More Function Types	1	Exchange Ideas: More Function Types	CCSS.Math.Content.H SF-IF.C.7b	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
B	2	More Function Types	1	Exchange Ideas: More Function Types	CCSS.Math.Practice. MP3	Construct viable arguments and critique the reasoning of others.
B	2	More Function Types	1	Exchange Ideas: More Function Types	CCSS.Math.Practice. MP8	Look for and express regularity in repeated reasoning.
B	2	More Function Types	2	Reciprocal Power Functions	CCSS.Math.Content.H SF-BF.B.3	Build new functions from existing functions Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

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B	2	More Function Types	2	Reciprocal Power Functions	CCSS.Math.Content.H SF-IF.C.7c	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
B	2	More Function Types	2	Reciprocal Power Functions	CCSS.Math.Content.H SF-IF.C.7d	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
B	2	More Function Types	3	Graph Rational Functions	CCSS.Math.Content.H SF-BF.B.3	Build new functions from existing functions Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
B	2	More Function Types	3	Graph Rational Functions	CCSS.Math.Content.H SF-IF.C.7d	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
B	2	More Function Types	4	More Rational Functions	CCSS.Math.Content.H SF-BF.B.3	Build new functions from existing functions Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
B	2	More Function Types	4	More Rational Functions	CCSS.Math.Content.H SF-IF.C.7d	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

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B	2	More Function Types	5	Radical Functions	CCSS.Math.Content.H SF-BF.B.3	Build new functions from existing functions Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
B	2	More Function Types	5	Radical Functions	CCSS.Math.Content.H SF-IF.A.1	Understand the concept of a function and use function notation Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
B	2	More Function Types	5	Radical Functions	CCSS.Math.Content.H SF-IF.C.7b	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
B	2	More Function Types	5	Radical Functions	CCSS.Math.Content.H SF-IF.C.7d	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
B	2	More Function Types	6	Quadratic Functions	CCSS.Math.Content.H SA-SSE.A.2	Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.
B	2	More Function Types	6	Quadratic Functions	CCSS.Math.Content.H SF-IF.C.7a	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph linear and quadratic functions and show intercepts, maxima, and minima.
B	2	More Function Types	6	Quadratic Functions	CCSS.Math.Content.H SG-GPE.A.2	Translate between the geometric description and the equation for a conic section Derive the equation of a parabola given a focus and directrix.
B	2	More Function Types	7	Quadratic Regression Models	CCSS.Math.Content.H SF-IF.B.6	Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

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B	2	More Function Types	7	Quadratic Regression Models	<p>CCSS.Math.Content.HSS-ID.B.6a</p> <p>Summarize, represent, and interpret data on two categorical and quantitative variables</p> <p>Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>Fit a function to the data; use functions fitted to data to solve problems in the context of the data.</p>
B	2	More Function Types	8	Absolute Value Functions	<p>CCSS.Math.Content.8.F.A.1</p> <p>Define, evaluate, and compare functions.</p> <p>Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p>
B	2	More Function Types	8	Absolute Value Functions	<p>CCSS.Math.Content.HSF-BF.B.3</p> <p>Build new functions from existing functions</p> <p>Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>
B	2	More Function Types	8	Absolute Value Functions	<p>CCSS.Math.Content.HSF-IF.C.7b</p> <p>Analyze functions using different representations</p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p>
B	2	More Function Types	9	Piecewise-Defined Functions	<p>CCSS.Math.Content.HSF-IF.C.7b</p> <p>Analyze functions using different representations</p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p>
B	2	More Function Types	10	Step Functions	<p>CCSS.Math.Content.HSF-BF.B.3</p> <p>Build new functions from existing functions</p> <p>Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>
B	2	More Function Types	10	Step Functions	<p>CCSS.Math.Content.HSF-IF.C.7b</p> <p>Analyze functions using different representations</p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p>

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B	2	More Function Types	11	Logistic Growth Functions	CCSS.Math.Content.H SF-IF.A.2 Understand the concept of a function and use function notation Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
B	2	More Function Types	11	Logistic Growth Functions	CCSS.Math.Content.H SF-IF.B.4 Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
B	2	More Function Types	11	Logistic Growth Functions	CCSS.Math.Content.H SF-IF.C.8b Analyze functions using different representations Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. Use the properties of exponents to interpret expressions for exponential functions.
B	2	More Function Types	12	Unit Review	N/A Students may use this lesson time to do any of the following: • Revisit Review activities located before each quiz in the unit • Look at the Summary activities in each lesson • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand
B	2	More Function Types	13	Unit Test	Multiple All assessed standards covered in this unit
B	3	Using Function Models	1	Exchange Ideas: Use Function Models	CCSS.Math.Content.H SF-IF.C.9 Analyze functions using different representations Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
B	3	Using Function Models	2	Linear and Quadratic Systems	CCSS.Math.Content.H SA-CED.A.4 Create equations that describe numbers or relationships Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
B	3	Using Function Models	2	Linear and Quadratic Systems	CCSS.Math.Content.H SA-REI.C.7 Solve systems of equations Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.
B	3	Using Function Models	2	Linear and Quadratic Systems	CCSS.Math.Content.H SA-REI.D.11 Represent and solve equations and inequalities graphically Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

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B	3	Using Function Models	3	Intersections of Graphs	<p>CCSS.Math.Content.HSA-REI.D.11</p> <p>Represent and solve equations and inequalities graphically</p> <p>Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p>
B	3	Using Function Models	3	Intersections of Graphs	<p>CCSS.Math.Content.HSF-IF.C.7a</p> <p>Analyze functions using different representations</p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>Graph linear and quadratic functions and show intercepts, maxima, and minima.</p>
B	3	Using Function Models	4	Key Features of Functions	<p>CCSS.Math.Content.HSF-BF.B.3</p> <p>Build new functions from existing functions</p> <p>Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>
B	3	Using Function Models	4	Key Features of Functions	<p>CCSS.Math.Content.HSF-IF.A.2</p> <p>Understand the concept of a function and use function notation</p> <p>Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p>
B	3	Using Function Models	4	Key Features of Functions	<p>CCSS.Math.Content.HSF-IF.B.4</p> <p>Interpret functions that arise in applications in terms of the context</p> <p>For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.</p>
B	3	Using Function Models	4	Key Features of Functions	<p>CCSS.Math.Content.HSF-IF.B.5</p> <p>Interpret functions that arise in applications in terms of the context</p> <p>Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.</p>
B	3	Using Function Models	5	Compare Models	<p>CCSS.Math.Content.HSF-IF.B.4</p> <p>Interpret functions that arise in applications in terms of the context</p> <p>For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.</p>
B	3	Using Function Models	5	Compare Models	<p>CCSS.Math.Content.HSF-IF.C.9</p> <p>Analyze functions using different representations</p> <p>Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p>
B	3	Using Function Models	5	Compare Models	<p>CCSS.Math.Practice.MP4</p> <p>Model with mathematics</p>

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B	3	Using Function Models	6	Average Rate of Change	CCSS.Math.Content.8.EE.B.6 Understand the connections between proportional relationships, lines, and linear equations. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
B	3	Using Function Models	6	Average Rate of Change	CCSS.Math.Content.HSF-IF.B.6 Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
B	3	Using Function Models	6	Average Rate of Change	CCSS.Math.Content.HSF-LE.A.1b Construct and compare linear, quadratic, and exponential models and solve problems Distinguish between situations that can be modeled with linear functions and with exponential functions. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
B	3	Using Function Models	7	Combine Functions	CCSS.Math.Content.HSA-APR.A.1 Perform arithmetic operations on polynomials Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
B	3	Using Function Models	7	Combine Functions	CCSS.Math.Content.HSF-BF.A.1b Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Combine standard function types using arithmetic operations.
B	3	Using Function Models	8	Unit Review	N/A Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> Revisit Review activities located before each quiz in the unit Look at the Summary activities in each lesson Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems they did not fully understand
B	3	Using Function Models	9	Unit Test	Multiple All assessed standards covered in this unit
B	4	Sequences and Series	1	Exchange Ideas: Sequences and Series	CCSS.Math.Content.HSF-BF.A.2 Build a function that models a relationship between two quantities Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
B	4	Sequences and Series	2	Arithmetic Sequences	CCSS.Math.Content.HSF-BF.A.1a Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Determine an explicit expression, a recursive process, or steps for calculation from a context.
B	4	Sequences and Series	2	Arithmetic Sequences	CCSS.Math.Content.HSF-BF.A.2 Build a function that models a relationship between two quantities Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

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B	4	Sequences and Series	2	Arithmetic Sequences	CCSS.Math.Content.HSF-IF.A.3	Understand the concept of a function and use function notation Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.
B	4	Sequences and Series	2	Arithmetic Sequences	CCSS.Math.Content.HSF-LE.A.2	Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
B	4	Sequences and Series	2	Arithmetic Sequences	CCSS.Math.Content.HSF-LE.B.5	Interpret expressions for functions in terms of the situation they model Interpret the parameters in a linear or exponential function in terms of a context.
B	4	Sequences and Series	3	Geometric Sequences	CCSS.Math.Content.HSF-BF.A.1a	Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Determine an explicit expression, a recursive process, or steps for calculation from a context.
B	4	Sequences and Series	3	Geometric Sequences	CCSS.Math.Content.HSF-BF.A.2	Build a function that models a relationship between two quantities Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
B	4	Sequences and Series	3	Geometric Sequences	CCSS.Math.Content.HSF-IF.A.3	Understand the concept of a function and use function notation Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.
B	4	Sequences and Series	3	Geometric Sequences	CCSS.Math.Content.HSF-LE.A.2	Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
B	4	Sequences and Series	3	Geometric Sequences	CCSS.Math.Content.HSF-LE.B.5	Interpret expressions for functions in terms of the situation they model Interpret the parameters in a linear or exponential function in terms of a context.
B	4	Sequences and Series	4	Series and Sigma Notation	CCSS.Math.Content.HSF-BF.A.2	Build a function that models a relationship between two quantities Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
B	4	Sequences and Series	4	Series and Sigma Notation	CCSS.Math.Content.HSF-IF.A.3	Understand the concept of a function and use function notation Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.

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B	4	Sequences and Series	5	Arithmetic Series and Applications	CCSS.Math.Content.HSA-SSE.B.4 Write expressions in equivalent forms to solve problems Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems.
B	4	Sequences and Series	5	Arithmetic Series and Applications	CCSS.Math.Content.HSF-BF.A.2 Build a function that models a relationship between two quantities Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
B	4	Sequences and Series	6	Geometric Series and Applications	CCSS.Math.Content.HSA-SSE.B.4 Write expressions in equivalent forms to solve problems Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems.
B	4	Sequences and Series	6	Geometric Series and Applications	CCSS.Math.Content.HSF-BF.A.2 Build a function that models a relationship between two quantities Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
B	4	Sequences and Series	7	Unit Review	N/A Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> Revisit Review activities located before each quiz in the unit Look at the Summary activities in each lesson Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems they did not fully understand
B	4	Sequences and Series	8	Unit Test	Multiple All assessed standards covered in this unit
B	5	Counting and Probability	1	Exchange Ideas: Counting and Probability	CCSS.Math.Content.HSS-CP.A.3 Understand independence and conditional probability and use them to interpret data Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.
B	5	Counting and Probability	1	Exchange Ideas: Counting and Probability	CCSS.Math.Content.HSS-CP.A.4 Understand independence and conditional probability and use them to interpret data Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.
B	5	Counting and Probability	1	Exchange Ideas: Counting and Probability	CCSS.Math.Content.HSS-CP.A.5 Understand independence and conditional probability and use them to interpret data Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.
B	5	Counting and Probability	2	Sample Space and Events	CCSS.Math.Content.7.SP.A.1 Use random sampling to draw inferences about a population. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

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B	5	Counting and Probability	2	Sample Space and Events	<p>CCSS.Math.Content.H SS-CP.A.1</p> <p>Understand independence and conditional probability and use them to interpret data</p> <p>Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").</p>
B	5	Counting and Probability	3	Probability of Events	<p>CCSS.Math.Content.7 .SP.C.7b</p> <p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.</p>
B	5	Counting and Probability	3	Probability of Events	<p>CCSS.Math.Content.H SS-CP.A.2</p> <p>Understand independence and conditional probability and use them to interpret data</p> <p>Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.</p>
B	5	Counting and Probability	3	Probability of Events	<p>CCSS.Math.Content.H SS-CP.B.8</p> <p>Use the rules of probability to compute probabilities of compound events in a uniform probability model</p> <p>(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, and interpret the answer in terms of the model.</p>
B	5	Counting and Probability	4	Conditional Probability and Testing for Independence	<p>CCSS.Math.Content.H SS-CP.A.3</p> <p>Understand independence and conditional probability and use them to interpret data</p> <p>Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.</p>
B	5	Counting and Probability	4	Conditional Probability and Testing for Independence	<p>CCSS.Math.Content.H SS-CP.A.4</p> <p>Understand independence and conditional probability and use them to interpret data</p> <p>Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.</p>
B	5	Counting and Probability	4	Conditional Probability and Testing for Independence	<p>CCSS.Math.Content.H SS-CP.A.5</p> <p>Understand independence and conditional probability and use them to interpret data</p> <p>Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.</p>
B	5	Counting and Probability	4	Conditional Probability and Testing for Independence	<p>CCSS.Math.Content.H SS-CP.B.6</p> <p>Use the rules of probability to compute probabilities of compound events in a uniform probability model</p> <p>Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.</p>

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B	5	Counting and Probability	4	Conditional Probability and Testing for Independence	CCSS.Math.Content.HSS-MD.A.1 Calculate expected values and use them to solve problems (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
B	5	Counting and Probability	5	The Addition Rule	CCSS.Math.Content.7.SP.C.8a Investigate chance processes and develop, use, and evaluate probability models. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
B	5	Counting and Probability	5	The Addition Rule	CCSS.Math.Content.HSS-CP.B.7 Use the rules of probability to compute probabilities of compound events in a uniform probability model Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.
B	5	Counting and Probability	6	Unit Review	N/A Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> •Revisit Review activities located before each quiz in the unit •Look at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
B	5	Counting and Probability	7	Unit Test	Multiple All assessed standards covered in this unit
B	6	Probability Distributions	1	Exchange Ideas: Probability Distributions	CCSS.Math.Content.HSS-CP.A.1 Understand independence and conditional probability and use them to interpret data Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").
B	6	Probability Distributions	2	Create Probability Distributions	CCSS.Math.Content.HSS-CP.A.1 Understand independence and conditional probability and use them to interpret data Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").
B	6	Probability Distributions	2	Create Probability Distributions	CCSS.Math.Content.HSS-IC.A.2 Understand and evaluate random processes underlying statistical experiments Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation.
B	6	Probability Distributions	2	Create Probability Distributions	CCSS.Math.Content.HSS-ID.B.5 Summarize, represent, and interpret data on two categorical and quantitative variables Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

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B	6	Probability Distributions	2	Create Probability Distributions	CCSS.Math.Content.HSS-MD.A.1	Calculate expected values and use them to solve problems (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
B	6	Probability Distributions	2	Create Probability Distributions	CCSS.Math.Content.HSS-MD.A.2	Calculate expected values and use them to solve problems (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.
B	6	Probability Distributions	2	Create Probability Distributions	CCSS.Math.Content.HSS-MD.A.3	Calculate expected values and use them to solve problems (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.
B	6	Probability Distributions	2	Create Probability Distributions	CCSS.Math.Content.HSS-MD.A.4	Calculate expected values and use them to solve problems (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value.
B	6	Probability Distributions	3	Interpret Probability Distributions	CCSS.Math.Content.HSS-ID.A.4	Summarize, represent, and interpret data on a single count or measurement variable Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
B	6	Probability Distributions	3	Interpret Probability Distributions	CCSS.Math.Content.HSS-MD.A.1	Calculate expected values and use them to solve problems (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
B	6	Probability Distributions	3	Interpret Probability Distributions	CCSS.Math.Content.HSS-MD.A.3	Calculate expected values and use them to solve problems (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.
B	6	Probability Distributions	4	Binomial Distributions	CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	6	Probability Distributions	4	Binomial Distributions	CCSS.Math.Content.HSS-MD.A.1	Calculate expected values and use them to solve problems (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.

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B	6	Probability Distributions	4	Binomial Distributions CCSS.Math.Content.HSS-MD.A.3	Calculate expected values and use them to solve problems (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.
B	6	Probability Distributions	5	Discuss: Model vs. Experiment CCSS.Math.Content.HSS-MD.A.1	Calculate expected values and use them to solve problems (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
B	6	Probability Distributions	5	Discuss: Model vs. Experiment CCSS.Math.Content.HSS-MD.A.3	Calculate expected values and use them to solve problems (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.
B	6	Probability Distributions	6	Your Choice N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	6	Probability Distributions	7	Continuous Random Variables CCSS.Math.Content.4.OA.B.4	Gain familiarity with factors and multiples. Find all factor pairs for a whole number in the range 1—100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1—100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1—100 is prime or composite.
B	6	Probability Distributions	7	Continuous Random Variables CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	6	Probability Distributions	7	Continuous Random Variables CCSS.Math.Content.HSS-MD.A.1	Calculate expected values and use them to solve problems (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
B	6	Probability Distributions	8	The Normal Distribution CCSS.Math.Content.HSS-ID.A.2	Summarize, represent, and interpret data on a single count or measurement variable Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
B	6	Probability Distributions	8	The Normal Distribution CCSS.Math.Content.HSS-ID.A.3	Summarize, represent, and interpret data on a single count or measurement variable Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

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B	6	Probability Distributions	8	The Normal Distribution	CCSS.Math.Content.HSS-ID.A.4 Summarize, represent, and interpret data on a single count or measurement variable Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
B	6	Probability Distributions	9	Standardize Data	CCSS.Math.Content.HSS-ID.A.2 Summarize, represent, and interpret data on a single count or measurement variable Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
B	6	Probability Distributions	9	Standardize Data	CCSS.Math.Content.HSS-ID.A.4 Summarize, represent, and interpret data on a single count or measurement variable Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
B	6	Probability Distributions	10	Compare Scores	CCSS.Math.Content.HSS-ID.A.4 Summarize, represent, and interpret data on a single count or measurement variable Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
B	6	Probability Distributions	11	Your Choice	N/A Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	6	Probability Distributions	12	The Standard Normal Curve	CCSS.Math.Content.HSS-ID.A.2 Summarize, represent, and interpret data on a single count or measurement variable Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
B	6	Probability Distributions	12	The Standard Normal Curve	CCSS.Math.Content.HSS-ID.A.4 Summarize, represent, and interpret data on a single count or measurement variable Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

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B	6	Probability Distributions	13	Find Standard Scores	CCSS.Math.Content.H SS-ID.A.4	Summarize, represent, and interpret data on a single count or measurement variable Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
B	6	Probability Distributions	14	Unit Review	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> •Revisit Review activities located before each quiz in the unit •Look at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
B	6	Probability Distributions	15	Unit Test	Multiple	All assessed standards covered in this unit
B	7	Data Gathering and Analysis	1	Exchange Ideas: Data Gathering and Analysis	CCSS.Math.Content.H SS-IC.B.3	Make inferences and justify conclusions from sample surveys, experiments, and observational studies Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
B	7	Data Gathering and Analysis	1	Exchange Ideas: Data Gathering and Analysis	CCSS.Math.Content.H SS-IC.B.6	Make inferences and justify conclusions from sample surveys, experiments, and observational studies Evaluate reports based on data.
B	7	Data Gathering and Analysis	2	Sample and Population	CCSS.Math.Content.H SS-IC.A.1	Understand and evaluate random processes underlying statistical experiments Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
B	7	Data Gathering and Analysis	2	Sample and Population	CCSS.Math.Content.H SS-IC.B.3	Make inferences and justify conclusions from sample surveys, experiments, and observational studies Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
B	7	Data Gathering and Analysis	2	Sample and Population	CCSS.Math.Content.H SS-IC.B.4	Make inferences and justify conclusions from sample surveys, experiments, and observational studies Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
B	7	Data Gathering and Analysis	2	Sample and Population	CCSS.Math.Content.H SS-ID.A.2	Summarize, represent, and interpret data on a single count or measurement variable Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

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B	7	Data Gathering and Analysis	3	Statistics and Parameters	CCSS.Math.Content.HSS-IC.A.1 Understand and evaluate random processes underlying statistical experiments Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
B	7	Data Gathering and Analysis	3	Statistics and Parameters	CCSS.Math.Content.HSS-IC.A.2 Understand and evaluate random processes underlying statistical experiments Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation.
B	7	Data Gathering and Analysis	3	Statistics and Parameters	CCSS.Math.Content.HSS-IC.B.3 Make inferences and justify conclusions from sample surveys, experiments, and observational studies Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
B	7	Data Gathering and Analysis	3	Statistics and Parameters	CCSS.Math.Content.HSS-IC.B.4 Make inferences and justify conclusions from sample surveys, experiments, and observational studies Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
B	7	Data Gathering and Analysis	4	Extended Problems: Data Gathering with Uncertainty	CCSS.Math.Content.HSS-IC.B.3 Make inferences and justify conclusions from sample surveys, experiments, and observational studies Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
B	7	Data Gathering and Analysis	5	Your Choice	N/A Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	7	Data Gathering and Analysis	6	Simulations	CCSS.Math.Content.HSS-IC.A.2 Understand and evaluate random processes underlying statistical experiments Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation.
B	7	Data Gathering and Analysis	6	Simulations	CCSS.Math.Content.HSS-IC.B.4 Make inferences and justify conclusions from sample surveys, experiments, and observational studies Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
B	7	Data Gathering and Analysis	6	Simulations	CCSS.Math.Content.HSS-IC.B.5 Make inferences and justify conclusions from sample surveys, experiments, and observational studies Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between treatments are statistically significant.

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B	7	Data Gathering and Analysis	6	Simulations	CCSS.Math.Content.HSS-MD.A.1 Calculate expected values and use them to solve problems (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
B	7	Data Gathering and Analysis	7	Margin of Error	CCSS.Math.Content.HSS-IC.B.4 Make inferences and justify conclusions from sample surveys, experiments, and observational studies Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
B	7	Data Gathering and Analysis	7	Margin of Error	CCSS.Math.Content.HSS-ID.A.4 Summarize, represent, and interpret data on a single count or measurement variable Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
B	7	Data Gathering and Analysis	8	Surveys, Experiments, Studies, and Reports	CCSS.Math.Content.HSS-IC.A.1 Understand and evaluate random processes underlying statistical experiments Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
B	7	Data Gathering and Analysis	8	Surveys, Experiments, Studies, and Reports	CCSS.Math.Content.HSS-IC.B.3 Make inferences and justify conclusions from sample surveys, experiments, and observational studies Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
B	7	Data Gathering and Analysis	8	Surveys, Experiments, Studies, and Reports	CCSS.Math.Content.HSS-IC.B.6 Make inferences and justify conclusions from sample surveys, experiments, and observational studies Evaluate reports based on data.
B	7	Data Gathering and Analysis	8	Surveys, Experiments, Studies, and Reports	CCSS.Math.Practice.MP7 Look for and make use of structure.
B	7	Data Gathering and Analysis	9	Unit Review	N/A Students may use this lesson time to do any of the following: • Revisit Review activities located before each quiz in the unit • Look at the Summary activities in each lesson • Read through the Reference Guide pages linked in each lesson. • Ask for help on any Practice problems they did not fully understand
B	7	Data Gathering and Analysis	10	Unit Test	Multiple All assessed standards covered in this unit
B	8	Project: Tides Model	1	Tides Model	CCSS.Math.Content.HSF-IF.B.4 Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

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B	8	Project: Tides Model	1	Tides Model	<p>CCSS.Math.Content.H SF-IF.C.7e</p> <p>Analyze functions using different representations</p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p>
B	8	Project: Tides Model	1	Tides Model	<p>CCSS.Math.Content.H SF-TF.B.5</p> <p>Model periodic phenomena with trigonometric functions</p> <p>Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.</p>
B	8	Project: Tides Model	2	Project Research 2	<p>CCSS.Math.Content.H SF-IF.B.4</p> <p>Interpret functions that arise in applications in terms of the context</p> <p>For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.</p>
B	8	Project: Tides Model	2	Project Research 2	<p>CCSS.Math.Content.H SF-IF.C.7e</p> <p>Analyze functions using different representations</p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p>
B	8	Project: Tides Model	2	Project Research 2	<p>CCSS.Math.Content.H SF-TF.B.5</p> <p>Model periodic phenomena with trigonometric functions</p> <p>Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.</p>
B	8	Project: Tides Model	3	Project Writing 1	<p>CCSS.Math.Content.H SF-IF.B.4</p> <p>Interpret functions that arise in applications in terms of the context</p> <p>For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.</p>
B	8	Project: Tides Model	3	Project Writing 1	<p>CCSS.Math.Content.H SF-IF.C.7e</p> <p>Analyze functions using different representations</p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p>
B	8	Project: Tides Model	3	Project Writing 1	<p>CCSS.Math.Content.H SF-TF.B.5</p> <p>Model periodic phenomena with trigonometric functions</p> <p>Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.</p>

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B	8	Project: Tides Model	4	Project Writing 2	CCSS.Math.Content.HSF-IF.B.4 Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
B	8	Project: Tides Model	4	Project Writing 2	CCSS.Math.Content.HSF-IF.C.7e Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
B	8	Project: Tides Model	4	Project Writing 2	CCSS.Math.Content.HSF-TF.B.5 Model periodic phenomena with trigonometric functions Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.
B	8	Project: Tides Model	5	Project Reflection	CCSS.Math.Content.HSF-IF.B.4 Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
B	8	Project: Tides Model	5	Project Reflection	CCSS.Math.Content.HSF-IF.C.7e Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
B	8	Project: Tides Model	5	Project Reflection	CCSS.Math.Content.HSF-TF.B.5 Model periodic phenomena with trigonometric functions Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.
B	9	Algebra 2 Semester A and B Assessments	1	Semester A Test, Parts 1 and 2	Multiple All assessed standards covered by this point in the course
B	9	Algebra 2 Semester A and B Assessments	2	Your Choice	N/A Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
B	9	Algebra 2 Semester A and B Assessments	3	Semester B Test, Parts 1 and 2	Multiple All assessed standards covered by this point in the course

B	9	Algebra 2 Semester A and B Assessments	4	<p style="text-align: center;">Attachment 28 - ACAD</p> Your Choice	N/A	Students may use this lesson time to do any of the following: <ul style="list-style-type: none"> • Complete work in progress. • Review prior lessons in the unit to prepare for the Unit Test • Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit • Prepare for their state standardized test • Go on to the next lesson
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Grade Band K-3	Kindergarten Science	The Kindergarten science curriculum begins with an overview of what science is and who scientists are. Students then focus on plant and animal relationships and analyze the weather. In the last half of the course, students explore how the sun affects their world and explore the interactions between different forces.
	First Grade Science	The first grade curriculum begins with an overview of what science is and how to study it. Students then focus on plant and animal traits and relationships. In the last half of the course, students explore the patterns they see in the sky and examine how sounds and light are used to communicate and help them understand their world.
	Second Grade Science	Science 2 students engage in science and engineering practices as they explore topics such as matter and its interactions, changes to the earth, and plants and animals. Throughout the course, students conduct investigations using digital tools and simulations. Some labs also include alternative investigations that use household materials.
	Third Grade Science	Science 3 students engage in science and engineering practices as they explore topics such as organisms, the environment, weather, climate, motion, and forces. Throughout the course, students conduct investigations using digital tools and simulations. Some labs also include alternative investigations that use household materials.
Grade Band 4-5	Fourth Grade Science	Science 4 students engage in science and engineering practices as they explore topics such as energy, waves, information transfer, plant and animal structures, senses, and the earth's features and resources. Throughout the course, students conduct investigations using digital tools and simulations. Some labs also include alternative investigations that use household materials.
	Fifth Grade Science	Science 5 students engage in science and engineering practices as they explore topics such as matter, organisms, ecosystems, the earth's systems, and the earth's place in the universe. Throughout the course, students conduct investigations using digital tools and simulations. Some labs also include alternative investigations that use household materials.
Grade Band 6-8	Sixth Grade Science	The Earth Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, the curriculum gives students an opportunity to relate to their everyday world. Students will explore topics such as the fundamentals of geology, oceanography, meteorology, and astronomy; the earth's minerals and rocks; the earth's interior; plate tectonics, earthquakes, volcanoes, and the movements of continents; geology and the fossil record; the oceans and the atmosphere; and the solar system and the universe. Lesson assignments help students discover how scientists investigate the science of our planet.
	Seventh Grade Science	The Life Science program invites students to investigate the world of living things—at levels both large and small—by reading, observing, and experimenting with aspects of life on Earth. Students explore an amazing variety of organisms, the complex workings of the cell and cell biology, the relationship between living things and their environments, and discoveries in the world of modern genetics. Students tackle such topics as ecology, microorganisms, animals, plants, cells, animals, species, adaptation, heredity, genetics, and the history of life on Earth. Lesson activities and assignments help students discover how scientists investigate the living world.

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	Eighth Grade Science	The Physical Science program introduces students to many aspects of the physical world, focusing first on chemistry and then on physics. The course provides an overview of the physical world and gives students tools and concepts to think clearly about matter, atoms, molecules, chemical reactions, motion, force, momentum, work and machines, energy, waves, electricity, light, and other aspects of chemistry and physics. Among other subjects, students study the structure of atoms; the elements and the Periodic Table; chemical reactions; forces, including gravitational, motion, acceleration, and mass; and energy, including light, thermal, electricity, and magnetism.
Grade Band 9-12	Earth Science	This course provides students with a comprehensive earth science curriculum, focusing on geology, oceanography, astronomy, weather, and climate. The program consists of in-depth online lessons, collaborative activities, virtual laboratories, and hands-on laboratories students can conduct at home. The course prepares students for further studies in geology, meteorology, oceanography, and astronomy courses, and gives them practical experience in implementing scientific methods.
	Biology	In this comprehensive course, students investigate the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program consists of in-depth online lessons, including extensive animations, collaborative explorations, virtual laboratories, and hands-on laboratory experiments students can conduct at home.
	Chemistry	This comprehensive course gives students a solid basis to move on to future studies. The course provides an in-depth survey of all key areas, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry. The course includes direct online instruction, virtual laboratories, and related assessments.
	Physics	This course provides a comprehensive survey of all key areas: physical systems, measurement, kinematics, dynamics, momentum, energy, thermodynamics, waves, electricity, and magnetism, and introduces students to modern physics topics such as quantum theory and the atomic nucleus. The course gives students a solid basis to move on to more advanced courses later in their academic careers. The program consists of online instruction, virtual laboratories, and related assessments.



Next Generation Science Standards - Kindergarten
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Compared to Science K E1/ED



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	What Is Science?	1	Introduction to Science K	N/A	No grade-level state specific standards applicable for this lesson
1	What Is Science?	2	Who Are Scientists?	CCC.1.K-2.1	Patterns in the natural and human designed world can be observed and used as evidence.
1	What Is Science?	2	Who Are Scientists?	CCC.1.K-2.2	Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.
1	What Is Science?	2	Who Are Scientists?	CCC.2.K-2.2	Events have causes that generate observable patterns.
1	What Is Science?	2	Who Are Scientists?	CCC.9.K-2.1	People encounter questions about the natural world every day.
1	What Is Science?	2	Who Are Scientists?	DCI.ETS1.A.K-2.1	Asking questions, making observations, and gathering information are helpful in thinking about problems.
1	What Is Science?	2	Who Are Scientists?	DCI.ETS1.B.K-2.1	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
1	What Is Science?	2	Who Are Scientists?	K-2.AF.8.1	Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).
1	What Is Science?	2	Who Are Scientists?	K-2.AH.7.2	Men and women of diverse backgrounds are scientists and engineers.
1	What Is Science?	2	Who Are Scientists?	SEP.1.K-2.2	Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.
1	What Is Science?	2	Who Are Scientists?	SEP.2.K-2.1	Ask questions based on observations to find more information about the designed world.
1	What Is Science?	2	Who Are Scientists?	SEP.2.K-2.2	Ask questions based on observations to find more information about the natural and/or designed world(s).
1	What Is Science?	2	Who Are Scientists?	SEP.4.K-2.1	Use a model to represent relationships in the natural world.
1	What Is Science?	2	Who Are Scientists?	SEP.6.K-2.1	Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world.
1	What Is Science?	2	Who Are Scientists?	SEP.7.K-2.2	Make observations (firsthand or from media) to collect data that can be used to make comparisons.
1	What Is Science?	2	Who Are Scientists?	SEP.8.1	Scientists use different ways to study the world.
1	What Is Science?	2	Who Are Scientists?	SEP.9.1	Scientists look for patterns and order when making observations about the world.
2	Needs for Survival	1	Our Senses	CCC.10.K-2.1	Scientists study the natural and material world.
2	Needs for Survival	1	Our Senses	DCI.ESS3.C.K-2.1	Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.
2	Needs for Survival	1	Our Senses	K-2.AF.8.1	Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).
2	Needs for Survival	1	Our Senses	K-2.AH.5.1	Science knowledge helps us know about the world.
2	Needs for Survival	1	Our Senses	SEP.4.K-2.1	Use a model to represent relationships in the natural world.
2	Needs for Survival	1	Our Senses	SEP.6.K-2.1	Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world.
2	Needs for Survival	1	Our Senses	SEP.6.K-2.2	Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.
2	Needs for Survival	1	Our Senses	SEP.7.K-2.1	With guidance, plan and conduct an investigation in collaboration with peers.
2	Needs for Survival	1	Our Senses	SEP.8.1	Scientists use different ways to study the world.

2	Needs for Survival	1	Our Senses	Attachment 28 - ACAD ID.9.1	Scientists look for patterns and order when making observations about the world.
2	Needs for Survival	2	Our Choices	DCI.ESS3.C.K-2.1	Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.
2	Needs for Survival	2	Our Choices	K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
2	Needs for Survival	3	The Influence of Humans	CCC.2.K-2.2	Events have causes that generate observable patterns.
2	Needs for Survival	3	The Influence of Humans	DCI.ESS3.A.K-2.1	Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.
2	Needs for Survival	3	The Influence of Humans	DCI.ESS3.C.K-2.1	Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.
2	Needs for Survival	3	The Influence of Humans	DCI.ETS1.B.K-2.1	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
2	Needs for Survival	3	The Influence of Humans	K-ESS3-3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
2	Needs for Survival	3	The Influence of Humans	SEP.3.K-2.2	Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.
2	Needs for Survival	4	Our Choices Affect the Earth	DCI.ESS3.C.K-2.1	Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.
2	Needs for Survival	4	Our Choices Affect the Earth	DCI.ETS1.B.K-2.1	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
2	Needs for Survival	4	Our Choices Affect the Earth	DCI.ETS1.C.K-2.1	Because there is always more than one possible solution to a problem, it is useful to compare and test designs.
2	Needs for Survival	4	Our Choices Affect the Earth	K-ESS3-3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
2	Needs for Survival	5	Human Influence on the Earth Wrap-Up	DCI.ESS3.C.K-2.1	Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.
2	Needs for Survival	5	Human Influence on the Earth Wrap-Up	K-2.AH.5.1	Science knowledge helps us know about the world.
2	Needs for Survival	5	Human Influence on the Earth Wrap-Up	K-ESS3-3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
2	Needs for Survival	6	What Do We Need to Survive?	DCI.ESS3.A.K-2.1	Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.
2	Needs for Survival	6	What Do We Need to Survive?	DCI.LS1.C.K-2.1	All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.
2	Needs for Survival	6	What Do We Need to Survive?	K-2.AF.8.1	Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).
2	Needs for Survival	6	What Do We Need to Survive?	K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

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2	Needs for Survival	6	What Do We Need to Survive?	SEP.2.K-2.1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
2	Needs for Survival	6	What Do We Need to Survive?	SEP.2.K-2.1	Ask questions based on observations to find more information about the designed world.
2	Needs for Survival	6	What Do We Need to Survive?	SEP.2.K-2.2	Ask questions based on observations to find more information about the natural and/or designed world(s).
2	Needs for Survival	7	Plants, Animals, and Humans, Oh My!	CCC.1.K-2.1	Patterns in the natural and human designed world can be observed and used as evidence.
2	Needs for Survival	7	Plants, Animals, and Humans, Oh My!	DCI.ESS3.A.K-2.1	Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.
2	Needs for Survival	7	Plants, Animals, and Humans, Oh My!	K-2.AG.3.1	Relative scales allow objects and events to be compared and described (e.g., bigger and smaller; hotter and colder; faster and slower).
2	Needs for Survival	7	Plants, Animals, and Humans, Oh My!	K-2.AG.4.1	Objects and organisms can be described in terms of their parts.
2	Needs for Survival	8	Location, Location, Location	DCI.ESS2.E.K-2.1	Plants and animals can change their environment.
2	Needs for Survival	8	Location, Location, Location	DCI.ESS3.A.K-2.1	Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.
2	Needs for Survival	8	Location, Location, Location	K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
2	Needs for Survival	8	Location, Location, Location	SEP.11.1	Scientists search for cause and effect relationships to explain natural events.
2	Needs for Survival	9	Plants and Their Needs	DCI.ESS2.E.K-2.1	Plants and animals can change their environment.
2	Needs for Survival	9	Plants and Their Needs	DCI.ESS3.A.K-2.1	Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.
2	Needs for Survival	9	Plants and Their Needs	DCI.LS1.C.K-2.1	All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.
2	Needs for Survival	9	Plants and Their Needs	K-2.AG.7.1	Some things stay the same while other things change.
2	Needs for Survival	9	Plants and Their Needs	K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
2	Needs for Survival	9	Plants and Their Needs	K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
2	Needs for Survival	9	Plants and Their Needs	K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
2	Needs for Survival	9	Plants and Their Needs	SEP.2.K-2.1	Ask questions based on observations to find more information about the designed world.
2	Needs for Survival	9	Plants and Their Needs	SEP.2.K-2.2	Ask questions based on observations to find more information about the natural and/or designed world(s).
2	Needs for Survival	9	Plants and Their Needs	SEP.5.K-2.1	Construct an argument with evidence to support a claim.
2	Needs for Survival	10	Animals and Their Needs	DCI.ESS2.E.K-2.1	Plants and animals can change their environment.
2	Needs for Survival	10	Animals and Their Needs	DCI.ESS3.A.K-2.1	Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.
2	Needs for Survival	10	Animals and Their Needs	DCI.LS1.C.K-2.1	All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

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2	Needs for Survival	10	Animals and Their Needs	K-2.AF.8.1	Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).
2	Needs for Survival	10	Animals and Their Needs	K-2.AG.7.1	Some things stay the same while other things change.
2	Needs for Survival	10	Animals and Their Needs	K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
2	Needs for Survival	10	Animals and Their Needs	K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
2	Needs for Survival	10	Animals and Their Needs	K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
2	Needs for Survival	10	Animals and Their Needs	SEP.2.K-2.1	Ask questions based on observations to find more information about the designed world.
2	Needs for Survival	10	Animals and Their Needs	SEP.2.K-2.2	Ask questions based on observations to find more information about the natural and/or designed world(s).
2	Needs for Survival	10	Animals and Their Needs	SEP.5.K-2.1	Construct an argument with evidence to support a claim.
2	Needs for Survival	11	Relationships Matter	DCI.ESS3.A.K-2.1	Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.
2	Needs for Survival	11	Relationships Matter	DCI.LS1.C.K-2.1	All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.
2	Needs for Survival	11	Relationships Matter	K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
2	Needs for Survival	11	Relationships Matter	SEP.4.K-2.1	Use a model to represent relationships in the natural world.
2	Needs for Survival	12	Making a System	CCC.4.K-2.1	Systems in the natural and designed world have parts that work together.
2	Needs for Survival	12	Making a System	DCI.ESS3.A.K-2.1	Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.
2	Needs for Survival	12	Making a System	DCI.ETS1.C.K-2.1	Because there is always more than one possible solution to a problem, it is useful to compare and test designs.
2	Needs for Survival	12	Making a System	K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
2	Needs for Survival	13	Plants and Animals Wrap-Up	DCI.ESS2.E.K-2.1	Plants and animals can change their environment.
2	Needs for Survival	13	Plants and Animals Wrap-Up	DCI.ESS3.A.K-2.1	Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.
2	Needs for Survival	13	Plants and Animals Wrap-Up	DCI.LS1.C.K-2.1	All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.
3	Weather and Climate	1	Weather Forecasting (A)	CCC.1.K-2.1	Patterns in the natural and human designed world can be observed and used as evidence.
3	Weather and Climate	1	Weather Forecasting (A)	CCC.1.K-2.2	Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.
3	Weather and Climate	1	Weather Forecasting (A)	CCC.2.K-2.2	Events have causes that generate observable patterns.
3	Weather and Climate	1	Weather Forecasting (A)	CCC.7.K-2.1	Things may change slowly or rapidly.

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3	Weather and Climate	1	Weather Forecasting (A)	DCI.ESS2.D.K-2.1 Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.
3	Weather and Climate	1	Weather Forecasting (A)	DCI.ESS3.B.K-2.1 Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.
3	Weather and Climate	1	Weather Forecasting (A)	K-2.AH.7.1 People have practiced science for a long time.
3	Weather and Climate	1	Weather Forecasting (A)	K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.
3	Weather and Climate	1	Weather Forecasting (A)	K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
3	Weather and Climate	1	Weather Forecasting (A)	SEP.1.K-2.2 Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.
3	Weather and Climate	1	Weather Forecasting (A)	SEP.2.K-2.1 Ask questions based on observations to find more information about the designed world.
3	Weather and Climate	1	Weather Forecasting (A)	SEP.2.K-2.2 Ask questions based on observations to find more information about the natural and/or designed world(s).
3	Weather and Climate	1	Weather Forecasting (A)	SEP.6.K-2.1 Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world.
3	Weather and Climate	1	Weather Forecasting (A)	SEP.6.K-2.2 Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.
3	Weather and Climate	1	Weather Forecasting (A)	SEP.7.K-2.2 Make observations (firsthand or from media) to collect data that can be used to make comparisons.
3	Weather and Climate	1	Weather Forecasting (A)	SEP.8.1 Scientists use different ways to study the world.
3	Weather and Climate	1	Weather Forecasting (A)	SEP.9.1 Scientists look for patterns and order when making observations about the world.
3	Weather and Climate	2	Weather Forecasting (B)	CCC.1.K-2.1 Patterns in the natural and human designed world can be observed and used as evidence.
3	Weather and Climate	2	Weather Forecasting (B)	CCC.1.K-2.2 Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.
3	Weather and Climate	2	Weather Forecasting (B)	CCC.2.K-2.2 Events have causes that generate observable patterns.
3	Weather and Climate	2	Weather Forecasting (B)	DCI.ESS2.D.K-2.1 Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.
3	Weather and Climate	2	Weather Forecasting (B)	DCI.ESS3.B.K-2.1 Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.
3	Weather and Climate	2	Weather Forecasting (B)	K-2.AF.8.1 Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).
3	Weather and Climate	2	Weather Forecasting (B)	K-2.AH.4.1 Scientists use drawings, sketches, and models as a way to communicate ideas.
3	Weather and Climate	2	Weather Forecasting (B)	K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.
3	Weather and Climate	2	Weather Forecasting (B)	K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
3	Weather and Climate	2	Weather Forecasting (B)	SEP.1.K-2.2 Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.

3	Weather and Climate	2	Weather Forecasting (A)	SEP.2.K-2.1	Ask questions based on observations to find more information about the designed world.
3	Weather and Climate	2	Weather Forecasting (B)	SEP.2.K-2.2	Ask questions based on observations to find more information about the natural and/or designed world(s).
3	Weather and Climate	2	Weather Forecasting (B)	SEP.6.K-2.1	Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world.
3	Weather and Climate	2	Weather Forecasting (B)	SEP.6.K-2.2	Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.
3	Weather and Climate	2	Weather Forecasting (B)	SEP.7.K-2.2	Make observations (firsthand or from media) to collect data that can be used to make comparisons.
3	Weather and Climate	2	Weather Forecasting (B)	SEP.8.1	Scientists use different ways to study the world.
3	Weather and Climate	2	Weather Forecasting (B)	SEP.9.1	Scientists look for patterns and order when making observations about the world.
3	Weather and Climate	3	Different Kinds of Weather	DCI.ESS2.D.K-2.1	Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.
3	Weather and Climate	3	Different Kinds of Weather	K-2.AF.8.1	Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).
3	Weather and Climate	3	Different Kinds of Weather	K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time.
3	Weather and Climate	4	Measuring and Comparing Weather	DCI.ESS2.D.K-2.1	Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.
3	Weather and Climate	4	Measuring and Comparing Weather	K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time.
3	Weather and Climate	4	Measuring and Comparing Weather	SEP.7.K-2.2	Make observations (firsthand or from media) to collect data that can be used to make comparisons.
3	Weather and Climate	4	Measuring and Comparing Weather	SEP.8.1	Scientists use different ways to study the world.
3	Weather and Climate	5	Watching the Weather	K-2.AH.4.1	Scientists use drawings, sketches, and models as a way to communicate ideas.
3	Weather and Climate	5	Watching the Weather	K-2.AJ.1.1	Science and engineering involve the use of tools to observe and measure things.
3	Weather and Climate	5	Watching the Weather	K-ESS3-2	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
3	Weather and Climate	5	Watching the Weather	SEP.1.K-2.2	Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.
3	Weather and Climate	6	Stormy Weather	CCC.8.K-2.1	People depend on various technologies in their lives; human life would be very different without technology.
3	Weather and Climate	6	Stormy Weather	DCI.ESS2.D.K-2.1	Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.
3	Weather and Climate	6	Stormy Weather	DCI.ESS3.B.K-2.1	Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.
3	Weather and Climate	6	Stormy Weather	K-ESS3-2	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

3	Weather and Climate	6	Stormy Weather	Attachment 28 - ACAD K-2.2	Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.
3	Weather and Climate	6	Stormy Weather	SEP.2.K-2.1	Ask questions based on observations to find more information about the designed world.
3	Weather and Climate	6	Stormy Weather	SEP.2.K-2.2	Ask questions based on observations to find more information about the natural and/or designed world(s).
3	Weather and Climate	6	Stormy Weather	SEP.6.K-2.1	Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world.
3	Weather and Climate	6	Stormy Weather	SEP.7.K-2.2	Make observations (firsthand or from media) to collect data that can be used to make comparisons.
3	Weather and Climate	6	Stormy Weather	SEP.9.1	Scientists look for patterns and order when making observations about the world.
3	Weather and Climate	7	Where's the Weather?	DCI.ESS2.D.K-2.1	Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.
3	Weather and Climate	7	Where's the Weather?	DCI.ETS1.C.K-2.1	Because there is always more than one possible solution to a problem, it is useful to compare and test designs.
3	Weather and Climate	7	Where's the Weather?	K-2.AF.5.2	Use counting and numbers to identify and describe patterns in the natural and designed world(s).
3	Weather and Climate	7	Where's the Weather?	K-2.AF.5.3	Describe, measure, and/or compare quantitative attributes of different objects and display the data using simple graphs.
3	Weather and Climate	7	Where's the Weather?	K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time.
3	Weather and Climate	8	Weather Wrap-Up	DCI.ESS2.D.K-2.1	Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.
3	Weather and Climate	8	Weather Wrap-Up	DCI.ESS3.B.K-2.1	Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.
3	Weather and Climate	8	Weather Wrap-Up	K-2.AJ.1.1	Science and engineering involve the use of tools to observe and measure things.
4	Energy	1	Sunshine	DCI.ESS2.D.K-2.1	Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.
4	Energy	1	Sunshine	DCI.PS3.B.K-2.1	Sunlight warms Earth's surface.
4	Energy	1	Sunshine	K-2.AF.4.1	Record information (observations, thoughts, and ideas).
4	Energy	1	Sunshine	K-2.AF.8.1	Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).
4	Energy	1	Sunshine	K-PS3-1	Make observations to determine the effect of sunlight on Earth's surface.
4	Energy	1	Sunshine	SEP.2.K-2.1	Ask questions based on observations to find more information about the designed world.
4	Energy	1	Sunshine	SEP.2.K-2.2	Ask questions based on observations to find more information about the natural and/or designed world(s).
4	Energy	1	Sunshine	SEP.7.K-2.2	Make observations (firsthand or from media) to collect data that can be used to make comparisons.

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4	Energy	2	Taking the Temperature	DCI.ESS2.D.K-2.1 Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.
4	Energy	2	Taking the Temperature	DCI.ETS1.A.K-2.2 A situation that people want to change or create can be approached as a problem to be solved through engineering.
4	Energy	2	Taking the Temperature	DCI.ETS1.C.K-2.1 Because there is always more than one possible solution to a problem, it is useful to compare and test designs.
4	Energy	2	Taking the Temperature	DCI.PS3.B.K-2.1 Sunlight warms Earth's surface.
4	Energy	2	Taking the Temperature	K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.
4	Energy	3	Find the Shade	DCI.PS3.B.K-2.1 Sunlight warms Earth's surface.
4	Energy	3	Find the Shade	K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface.
4	Energy	4	Making Shade	DCI.ETS1.B.K-2.1 Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
4	Energy	4	Making Shade	DCI.ETS1.C.K-2.1 Because there is always more than one possible solution to a problem, it is useful to compare and test designs.
4	Energy	4	Making Shade	DCI.PS3.B.K-2.1 Sunlight warms Earth's surface.
4	Energy	4	Making Shade	K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
4	Energy	4	Making Shade	K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
4	Energy	4	Making Shade	SEP.1.K-2.1 Analyze data from tests of an object or tool to determine if it works as intended.
4	Energy	4	Making Shade	SEP.3.K-2.3 Use tools and materials provided to design a device that solves a specific problem.
4	Energy	5	Sunlight Wrap-Up	DCI.ETS1.B.K-2.1 Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
4	Energy	5	Sunlight Wrap-Up	DCI.PS3.B.K-2.1 Sunlight warms Earth's surface.
5	Forces and Interactions	1	Movement	DCI.PS3.C.K-2.1 A bigger push or pull makes things speed up or slow down more quickly.
5	Forces and Interactions	1	Movement	K-2.AF.8.1 Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).
5	Forces and Interactions	2	The Way Things Move	DCI.PS2.A.K-2.1 Pushes and pulls can have different strengths and directions.
5	Forces and Interactions	2	The Way Things Move	DCI.PS3.C.K-2.1 A bigger push or pull makes things speed up or slow down more quickly.
5	Forces and Interactions	2	The Way Things Move	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
5	Forces and Interactions	2	The Way Things Move	SEP.8.1 Scientists use different ways to study the world.
5	Forces and Interactions	3	Direction and Speed	DCI.PS2.A.K-2.1 Pushes and pulls can have different strengths and directions.
5	Forces and Interactions	3	Direction and Speed	DCI.PS2.A.K-2.2 Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.
5	Forces and Interactions	3	Direction and Speed	DCI.PS3.C.K-2.1 A bigger push or pull makes things speed up or slow down more quickly.

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5	Forces and Interactions	3	Direction and Speed	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
5	Forces and Interactions	4	Testing Speed and Direction	CCC.2.K-2.1 Simple tests can be designed to gather evidence to support or refute student ideas about causes.
5	Forces and Interactions	4	Testing Speed and Direction	DCI.ETS1.A.K-2.2 A situation that people want to change or create can be approached as a problem to be solved through engineering.
5	Forces and Interactions	4	Testing Speed and Direction	DCI.ETS1.C.K-2.1 Because there is always more than one possible solution to a problem, it is useful to compare and test designs.
5	Forces and Interactions	4	Testing Speed and Direction	DCI.PS2.A.K-2.1 Pushes and pulls can have different strengths and directions.
5	Forces and Interactions	4	Testing Speed and Direction	DCI.PS2.A.K-2.2 Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.
5	Forces and Interactions	4	Testing Speed and Direction	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
5	Forces and Interactions	4	Testing Speed and Direction	K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
5	Forces and Interactions	4	Testing Speed and Direction	SEP.1.K-2.1 Analyze data from tests of an object or tool to determine if it works as intended.
5	Forces and Interactions	4	Testing Speed and Direction	SEP.6.K-2.2 Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.
5	Forces and Interactions	4	Testing Speed and Direction	SEP.7.K-2.1 With guidance, plan and conduct an investigation in collaboration with peers.
5	Forces and Interactions	4	Testing Speed and Direction	SEP.8.1 Scientists use different ways to study the world.
5	Forces and Interactions	5	Faster and Faster	DCI.PS3.C.K-2.1 A bigger push or pull makes things speed up or slow down more quickly.
5	Forces and Interactions	5	Faster and Faster	K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
5	Forces and Interactions	6	Collision	DCI.PS2.B.K-2.1 When objects touch or collide, they push on one another and can change motion.
5	Forces and Interactions	7	Pushes and Pulls	DCI.PS2.A.K-2.1 Pushes and pulls can have different strengths and directions.
5	Forces and Interactions	7	Pushes and Pulls	DCI.PS2.A.K-2.2 Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.
5	Forces and Interactions	7	Pushes and Pulls	DCI.PS3.C.K-2.1 A bigger push or pull makes things speed up or slow down more quickly.
5	Forces and Interactions	7	Pushes and Pulls	K-2.AH.4.1 Scientists use drawings, sketches, and models as a way to communicate ideas.
5	Forces and Interactions	7	Pushes and Pulls	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
5	Forces and Interactions	7	Pushes and Pulls	SEP.4.K-2.1 Use a model to represent relationships in the natural world.
5	Forces and Interactions	7	Pushes and Pulls	SEP.6.K-2.2 Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.
5	Forces and Interactions	7	Pushes and Pulls	SEP.7.K-2.1 With guidance, plan and conduct an investigation in collaboration with peers.
5	Forces and Interactions	8	Pushes and Pulls Wrap-Up	DCI.ETS1.C.K-2.1 Because there is always more than one possible solution to a problem, it is useful to compare and test designs.
5	Forces and Interactions	8	Pushes and Pulls Wrap-Up	DCI.PS2.A.K-2.1 Pushes and pulls can have different strengths and directions.
5	Forces and Interactions	8	Pushes and Pulls Wrap-Up	DCI.PS2.B.K-2.1 When objects touch or collide, they push on one another and can change motion.

5	Forces and Interactions	8	Pushes and Pulls Write a paragraph explaining how a bigger push or pull makes things speed up or slow down more quickly.
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Attachment 28 - ACAD

MS-PS-2-1



Next Generation Science Standards - Grade One
Attachment 28 - ACAP
Compared to Science 1 E1/ED



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	What Is Science?	1	Introduction to Science 1	N/A	No grade-level state specific standards applicable for this lesson
1	What Is Science?	2	Start with a Question	CCC.9.K-2.1	People encounter questions about the natural world every day.
1	What Is Science?	2	Start with a Question	DCI.ETS1.A.K-2.1	Asking questions, making observations, and gathering information are helpful in thinking about problems.
1	What Is Science?	2	Start with a Question	DCI.ETS1.A.K-2.2	A situation that people want to change or create can be approached as a problem to be solved through engineering.
1	What Is Science?	2	Start with a Question	DCI.ETS1.A.K-2.3	Before beginning to design a solution, it is important to clearly understand the problem.
1	What Is Science?	2	Start with a Question	DCI.ETS1.B.K-2.1	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
1	What Is Science?	2	Start with a Question	K-2.AF.1.1	Ask questions based on observations to find more information about the natural and/or designed world(s).
1	What Is Science?	2	Start with a Question	K-2.AH.5.1	Science knowledge helps us know about the world.
1	What Is Science?	2	Start with a Question	SEP.8.1	Scientists use different ways to study the world.
1	What Is Science?	2	Start with a Question	SEP.8.2	Science investigations begin with a question.
1	What Is Science?	3	Look for Patterns	1-ESS1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.
1	What Is Science?	3	Look for Patterns	CCC.11.K-2.2	Many events are repeated.
1	What Is Science?	3	Look for Patterns	K-2.AF.3.3	Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question.
1	What Is Science?	3	Look for Patterns	SEP.8.1	Scientists use different ways to study the world.
1	What Is Science?	3	Look for Patterns	SEP.9.1	Scientists look for patterns and order when making observations about the world.
1	What Is Science?	4	Recording the Data	DCI.ETS1.B.K-2.1	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
1	What Is Science?	4	Recording the Data	DCI.ETS1.B.K-2.1	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
1	What Is Science?	4	Recording the Data	K-2.AF.1.1	Ask questions based on observations to find more information about the natural and/or designed world(s).
1	What Is Science?	4	Recording the Data	K-2.AF.4.1	Record information (observations, thoughts, and ideas).
1	What Is Science?	4	Recording the Data	K-2.AF.4.2	Use and share pictures, drawings, and/or writings of observations.
1	What Is Science?	5	What's the Answer?	DCI.ETS1.A.K-2.1	Asking questions, making observations, and gathering information are helpful in thinking about problems.
1	What Is Science?	5	What's the Answer?	DCI.ETS1.A.K-2.2	A situation that people want to change or create can be approached as a problem to be solved through engineering.
1	What Is Science?	5	What's the Answer?	DCI.ETS1.B.K-2.1	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
1	What Is Science?	5	What's the Answer?	DCI.ETS1.C.K-2.1	Because there is always more than one possible solution to a problem, it is useful to compare and test designs.
1	What Is Science?	5	What's the Answer?	K-2.AF.1.1	Ask questions based on observations to find more information about the natural and/or designed world(s).
1	What Is Science?	5	What's the Answer?	SEP.8.1	Scientists use different ways to study the world.
1	What Is Science?	5	What's the Answer?	SEP.8.2	Science investigations begin with a question.

2	Plant and Animal Adaptations	1	An Animal's Body	Attachment 28 - ACAD 6.K-2.1	The shape and stability of structures of natural and designed objects are related to their function(s).
2	Plant and Animal Adaptations	1	An Animal's Body	DCI.LS1.A.K-2.1	All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.
2	Plant and Animal Adaptations	1	An Animal's Body	DCI.LS1.D.K-2.1	Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.
2	Plant and Animal Adaptations	1	An Animal's Body	K-2.AF.8.1	Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).
2	Plant and Animal Adaptations	1	An Animal's Body	K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
2	Plant and Animal Adaptations	1	An Animal's Body	SEP.7.K-2.4	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.
2	Plant and Animal Adaptations	2	Animal Input	DCI.LS1.D.K-2.1	Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.
2	Plant and Animal Adaptations	2	Animal Input	K-2.AG.4.1	Objects and organisms can be described in terms of their parts.
2	Plant and Animal Adaptations	3	Plants and Their Parts	CCC.6.K-2.1	The shape and stability of structures of natural and designed objects are related to their function(s).
2	Plant and Animal Adaptations	3	Plants and Their Parts	DCI.LS1.A.K-2.1	All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.
2	Plant and Animal Adaptations	3	Plants and Their Parts	DCI.LS1.D.K-2.1	Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.
2	Plant and Animal Adaptations	4	Compare Plants and Animals	CCC.1.K-2.1	Patterns in the natural and human designed world can be observed and used as evidence.
2	Plant and Animal Adaptations	4	Compare Plants and Animals	CCC.6.K-2.1	The shape and stability of structures of natural and designed objects are related to their function(s).
2	Plant and Animal Adaptations	4	Compare Plants and Animals	DCI.LS3.B.K-2.1	Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.
2	Plant and Animal Adaptations	5	Animal Designs	1-LS1-1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
2	Plant and Animal Adaptations	5	Animal Designs	CCC.6.K-2.1	The shape and stability of structures of natural and designed objects are related to their function(s).
2	Plant and Animal Adaptations	5	Animal Designs	CCC.8.K-2.2	Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.

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2	Plant and Animal Adaptations	5	Animal Designs	K-2.ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
2	Plant and Animal Adaptations	5	Animal Designs	SEP.3.K-2.1 Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.
2	Plant and Animal Adaptations	5	Animal Designs	SEP.8.2 Science investigations begin with a question.
2	Plant and Animal Adaptations	6	Adaptations Wrap-Up	CCC.6.K-2.1 The shape and stability of structures of natural and designed objects are related to their function(s).
2	Plant and Animal Adaptations	6	Adaptations Wrap-Up	DCI.LS1.A.K-2.1 All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.
2	Plant and Animal Adaptations	6	Adaptations Wrap-Up	DCI.LS1.D.K-2.1 Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.
2	Plant and Animal Adaptations	6	Adaptations Wrap-Up	DCI.LS3.B.K-2.1 Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.
2	Plant and Animal Adaptations	7	Reproduction	1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
2	Plant and Animal Adaptations	7	Reproduction	1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
2	Plant and Animal Adaptations	7	Reproduction	CCC.1.K-2.1 Patterns in the natural and human designed world can be observed and used as evidence.
2	Plant and Animal Adaptations	7	Reproduction	DCI.LS1.B.K-2.1 Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.
2	Plant and Animal Adaptations	8	Survival	1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
2	Plant and Animal Adaptations	8	Survival	DCI.LS1.B.K-2.1 Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.
2	Plant and Animal Adaptations	8	Survival	K-2.AF.8.1 Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).
2	Plant and Animal Adaptations	9	Looking Alike (A)	1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
2	Plant and Animal Adaptations	9	Looking Alike (A)	DCI.LS3.A.K-2.1 Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents.
2	Plant and Animal Adaptations	9	Looking Alike (A)	DCI.LS3.B.K-2.1 Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.
2	Plant and Animal Adaptations	10	Looking Alike (B)	1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
2	Plant and Animal Adaptations	10	Looking Alike (B)	DCI.LS3.A.K-2.1 Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents.
2	Plant and Animal Adaptations	10	Looking Alike (B)	DCI.LS3.B.K-2.1 Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.
2	Plant and Animal Adaptations	11	Animal Traits	1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

2	Plant and Animal Adaptations	11	Animal Traits	Attachment 28 - ACAD S3-1	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
2	Plant and Animal Adaptations	11	Animal Traits	DCI.LS1.B.K-2.1	Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.
2	Plant and Animal Adaptations	11	Animal Traits	DCI.LS3.A.K-2.1	Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents.
2	Plant and Animal Adaptations	11	Animal Traits	DCI.LS3.B.K-2.1	Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.
2	Plant and Animal Adaptations	11	Animal Traits	K-2.AF.2.3	Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s).
2	Plant and Animal Adaptations	11	Animal Traits	SEP.7.K-2.2	Make observations (firsthand or from media) to collect data that can be used to make comparisons.
2	Plant and Animal Adaptations	12	Plant and Animal Traits Wrap-Up	1-LS1-2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
2	Plant and Animal Adaptations	12	Plant and Animal Traits Wrap-Up	1-LS3-1	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
2	Plant and Animal Adaptations	12	Plant and Animal Traits Wrap-Up	DCI.LS1.B.K-2.1	Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.
2	Plant and Animal Adaptations	12	Plant and Animal Traits Wrap-Up	DCI.LS3.A.K-2.1	Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents.
2	Plant and Animal Adaptations	12	Plant and Animal Traits Wrap-Up	DCI.LS3.B.K-2.1	Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.
3	The Universe and Its Stars	1	Look Up!	1-ESS1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.
3	The Universe and Its Stars	1	Look Up!	CCC.4.K-2.1	Systems in the natural and designed world have parts that work together.
3	The Universe and Its Stars	1	Look Up!	DCI.ESS1.A.K-2.1	Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.
3	The Universe and Its Stars	1	Look Up!	K-2.AF.8.1	Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).
3	The Universe and Its Stars	1	Look Up!	K-2.AJ.1.1	Science and engineering involve the use of tools to observe and measure things.
3	The Universe and Its Stars	1	Look Up!	SEP.3.K-2.5	Make observations from several sources to construct an evidence-based account for natural phenomena.
3	The Universe and Its Stars	2	Looking at The Sky: Daytime	1-ESS1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.
3	The Universe and Its Stars	2	Looking at The Sky: Daytime	CCC.1.K-2.1	Patterns in the natural and human designed world can be observed and used as evidence.
3	The Universe and Its Stars	2	Looking at The Sky: Daytime	CCC.11.K-2.2	Many events are repeated.
3	The Universe and Its Stars	2	Looking at The Sky: Daytime	DCI.ESS1.A.K-2.1	Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.
3	The Universe and Its Stars	2	Looking at The Sky: Daytime	DCI.ESS1.B.K-2.1	Seasonal patterns of sunrise and sunset can be observed, described, and predicted.
3	The Universe and Its Stars	3	Looking at The Sky: Nighttime	1-ESS1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.
3	The Universe and Its Stars	3	Looking at The Sky: Nighttime	CCC.1.K-2.1	Patterns in the natural and human designed world can be observed and used as evidence.

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3	The Universe and Its Stars	3	Looking at The Sky: Nighttime	CCC.11.K-2.2	Many events are repeated.
3	The Universe and Its Stars	3	Looking at The Sky: Nighttime	DCI.ESS1.A.K-2.1	Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.
3	The Universe and Its Stars	3	Looking at The Sky: Nighttime	DCI.ESS1.B.K-2.1	Seasonal patterns of sunrise and sunset can be observed, described, and predicted.
3	The Universe and Its Stars	4	The Sky	1-ESS1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.
3	The Universe and Its Stars	4	The Sky	CCC.1.K-2.2	Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.
3	The Universe and Its Stars	4	The Sky	CCC.11.K-2.1	Science assumes natural events happen today as they happened in the past.
3	The Universe and Its Stars	4	The Sky	CCC.11.K-2.2	Many events are repeated.
3	The Universe and Its Stars	4	The Sky	DCI.ESS1.A.K-2.1	Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.
3	The Universe and Its Stars	4	The Sky	DCI.ESS1.B.K-2.1	Seasonal patterns of sunrise and sunset can be observed, described, and predicted.
3	The Universe and Its Stars	4	The Sky	SEP.1.K-2.2	Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.
3	The Universe and Its Stars	4	The Sky	SEP.4.K-2.1	Use a model to represent relationships in the natural world.
3	The Universe and Its Stars	4	The Sky	SEP.7.K-2.2	Make observations (firsthand or from media) to collect data that can be used to make comparisons.
3	The Universe and Its Stars	4	The Sky	SEP.7.K-2.3	Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question.
3	The Universe and Its Stars	5	Sun, Moon, and Stars Wrap-Up	1-ESS1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.
3	The Universe and Its Stars	5	Sun, Moon, and Stars Wrap-Up	DCI.ESS1.A.K-2.1	Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.
3	The Universe and Its Stars	5	Sun, Moon, and Stars Wrap-Up	K-2.AJ.1.1	Science and engineering involve the use of tools to observe and measure things.
3	The Universe and Its Stars	5	Sun, Moon, and Stars Wrap-Up	SEP.4.K-2.1	Use a model to represent relationships in the natural world.
3	The Universe and Its Stars	6	Stars	1-ESS1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.
3	The Universe and Its Stars	6	Stars	DCI.ESS1.A.K-2.1	Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.
3	The Universe and Its Stars	6	Stars	K-2.AF.8.1	Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).
3	The Universe and Its Stars	6	Stars	SEP.8.2	Science investigations begin with a question.
3	The Universe and Its Stars	7	Sky Patterns	1-ESS1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.
3	The Universe and Its Stars	7	Sky Patterns	CCC.1.K-2.2	Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.
3	The Universe and Its Stars	7	Sky Patterns	CCC.11.K-2.2	Many events are repeated.
3	The Universe and Its Stars	7	Sky Patterns	DCI.ESS1.A.K-2.1	Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.
3	The Universe and Its Stars	7	Sky Patterns	DCI.ESS1.B.K-2.1	Seasonal patterns of sunrise and sunset can be observed, described, and predicted.
3	The Universe and Its Stars	7	Sky Patterns	SEP.1.K-2.2	Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.
3	The Universe and Its Stars	7	Sky Patterns	SEP.7.K-2.2	Make observations (firsthand or from media) to collect data that can be used to make comparisons.

3	The Universe and Its Stars	8	Sunrise and Sunset	Attachment 28 - ACAD	ESS1-2	Make observations at different times of year to relate the amount of daylight to the time of year.
3	The Universe and Its Stars	8	Sunrise and Sunset		CCC.1.K-2.1	Patterns in the natural and human designed world can be observed and used as evidence.
3	The Universe and Its Stars	8	Sunrise and Sunset		CCC.1.K-2.2	Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.
3	The Universe and Its Stars	8	Sunrise and Sunset		CCC.11.K-2.1	Science assumes natural events happen today as they happened in the past.
3	The Universe and Its Stars	8	Sunrise and Sunset		CCC.11.K-2.2	Many events are repeated.
3	The Universe and Its Stars	8	Sunrise and Sunset		DCI.ESS1.A.K-2.1	Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.
3	The Universe and Its Stars	8	Sunrise and Sunset		DCI.ESS1.B.K-2.1	Seasonal patterns of sunrise and sunset can be observed, described, and predicted.
3	The Universe and Its Stars	8	Sunrise and Sunset		DCI.ETS1.C.K-2.1	Because there is always more than one possible solution to a problem, it is useful to compare and test designs.
3	The Universe and Its Stars	8	Sunrise and Sunset		K-2.AH.2.1	Scientists look for patterns and order when making observations about the world.
3	The Universe and Its Stars	8	Sunrise and Sunset		SEP.1.K-2.2	Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.
3	The Universe and Its Stars	8	Sunrise and Sunset		SEP.3.K-2.2	Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.
3	The Universe and Its Stars	8	Sunrise and Sunset		SEP.6.K-2.3	Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world.
3	The Universe and Its Stars	8	Sunrise and Sunset		SEP.7.K-2.2	Make observations (firsthand or from media) to collect data that can be used to make comparisons.
3	The Universe and Its Stars	8	Sunrise and Sunset		SEP.7.K-2.3	Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question.
3	The Universe and Its Stars	8	Sunrise and Sunset		SEP.8.2	Science investigations begin with a question.
3	The Universe and Its Stars	9	Patterns and Positions Wrap-Up		1-ESS1-2	Make observations at different times of year to relate the amount of daylight to the time of year.
3	The Universe and Its Stars	9	Patterns and Positions Wrap-Up		DCI.ESS1.A.K-2.1	Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.
3	The Universe and Its Stars	9	Patterns and Positions Wrap-Up		DCI.ESS1.B.K-2.1	Seasonal patterns of sunrise and sunset can be observed, described, and predicted.
4	Sound and Light	1	Sending and Receiving		DCI.PS4.C.K-2.1	People also use a variety of devices to communicate (send and receive information) over long distances.
4	Sound and Light	2	Communication Technology		CCC.8.K-2.1	People depend on various technologies in their lives; human life would be very different without technology.
4	Sound and Light	2	Communication Technology		CCC.8.K-2.2	Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.
4	Sound and Light	2	Communication Technology		DCI.ETS1.A.K-2.1	Asking questions, making observations, and gathering information are helpful in thinking about problems.
4	Sound and Light	2	Communication Technology		DCI.ETS1.A.K-2.2	A situation that people want to change or create can be approached as a problem to be solved through engineering.
4	Sound and Light	2	Communication Technology		DCI.ETS1.C.K-2.1	Because there is always more than one possible solution to a problem, it is useful to compare and test designs.
4	Sound and Light	2	Communication Technology		DCI.PS4.C.K-2.1	People also use a variety of devices to communicate (send and receive information) over long distances.

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4	Sound and Light	2	Communication Technology	K-2.AF.8.1 Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).
4	Sound and Light	2	Communication Technology	K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
4	Sound and Light	3	Vibrations	1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
4	Sound and Light	3	Vibrations	CCC.1.K-2.2 Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.
4	Sound and Light	3	Vibrations	CCC.2.K-2.1 Simple tests can be designed to gather evidence to support or refute student ideas about causes.
4	Sound and Light	3	Vibrations	DCI.PS4.A.K-2.1 Sound can make matter vibrate, and vibrating matter can make sound.
4	Sound and Light	3	Vibrations	K-2.AG.3.1 Relative scales allow objects and events to be compared and described (e.g., bigger and smaller; hotter and colder; faster and slower).
4	Sound and Light	3	Vibrations	SEP.7.K-2.4 Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.
4	Sound and Light	4	Communication Wrap-Up	CCC.8.K-2.1 People depend on various technologies in their lives; human life would be very different without technology.
4	Sound and Light	4	Communication Wrap-Up	DCI.PS4.A.K-2.1 Sound can make matter vibrate, and vibrating matter can make sound.
4	Sound and Light	4	Communication Wrap-Up	DCI.PS4.C.K-2.1 People also use a variety of devices to communicate (send and receive information) over long distances.
4	Sound and Light	4	Communication Wrap-Up	K-2.AG.3.1 Relative scales allow objects and events to be compared and described (e.g., bigger and smaller; hotter and colder; faster and slower).
4	Sound and Light	5	Interactions of Light	1-PS4-2 Make observations to construct an evidence-based account that objects can be seen only when illuminated.
4	Sound and Light	5	Interactions of Light	DCI.ETS1.A.K-2.2 A situation that people want to change or create can be approached as a problem to be solved through engineering.
4	Sound and Light	5	Interactions of Light	DCI.PS4.B.K-2.1 Objects can be seen if light is available to illuminate them or if they give off their own light.
4	Sound and Light	6	Lights and Materials	1-PS4-2 Make observations to construct an evidence-based account that objects can be seen only when illuminated.
4	Sound and Light	6	Lights and Materials	CCC.1.K-2.1 Patterns in the natural and human designed world can be observed and used as evidence.
4	Sound and Light	6	Lights and Materials	DCI.ETS1.A.K-2.1 Asking questions, making observations, and gathering information are helpful in thinking about problems.
4	Sound and Light	6	Lights and Materials	DCI.PS4.B.K-2.2 Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.)
4	Sound and Light	6	Lights and Materials	K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
4	Sound and Light	7	Light	1-PS4-2 Make observations to construct an evidence-based account that objects can be seen only when illuminated.

4	Sound and Light	7	Light	Attachment 28 - ACAD PS4-3	Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.
4	Sound and Light	7	Light	1-PS4-4	Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.
4	Sound and Light	7	Light	CCC.2.K-2.1	Simple tests can be designed to gather evidence to support or refute student ideas about causes.
4	Sound and Light	7	Light	DCI.PS4.B.K-2.1	Objects can be seen if light is available to illuminate them or if they give off their own light.
4	Sound and Light	7	Light	DCI.PS4.B.K-2.2	Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.)
4	Sound and Light	7	Light	SEP.3.K-2.2	Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.
4	Sound and Light	7	Light	SEP.7.K-2.3	Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question.
4	Sound and Light	7	Light	SEP.7.K-2.4	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.
4	Sound and Light	8	Mirrors	DCI.ETS1.A.K-2.2	A situation that people want to change or create can be approached as a problem to be solved through engineering.
4	Sound and Light	8	Mirrors	DCI.PS4.B.K-2.2	Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.)
4	Sound and Light	8	Mirrors	K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
4	Sound and Light	8	Mirrors	SEP.2.K-2.3	Define a simple problem that can be solved through the development of a new or improved object or tool.
4	Sound and Light	9	Paths of Light	1-PS4-2	Make observations to construct an evidence-based account that objects can be seen only when illuminated.
4	Sound and Light	9	Paths of Light	1-PS4-3	Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.
4	Sound and Light	9	Paths of Light	1-PS4-4	Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.
4	Sound and Light	9	Paths of Light	CCC.2.K-2.1	Simple tests can be designed to gather evidence to support or refute student ideas about causes.
4	Sound and Light	9	Paths of Light	DCI.PS4.B.K-2.1	Objects can be seen if light is available to illuminate them or if they give off their own light.

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4	Sound and Light	9	Paths of Light	DCI.PS4.B.K-2.2	Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.)
4	Sound and Light	9	Paths of Light	K-2.AF.2.2	Compare models to identify common features and differences.
4	Sound and Light	9	Paths of Light	K-2.AH.4.1	Scientists use drawings, sketches, and models as a way to communicate ideas.
4	Sound and Light	9	Paths of Light	SEP.7.K-2.3	Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question.
4	Sound and Light	10	Interactions of Light Wrap-Up	CCC.1.K-2.1	Patterns in the natural and human designed world can be observed and used as evidence.
4	Sound and Light	10	Interactions of Light Wrap-Up	DCI.PS4.B.K-2.1	Objects can be seen if light is available to illuminate them or if they give off their own light.
4	Sound and Light	10	Interactions of Light Wrap-Up	DCI.PS4.B.K-2.2	Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.)
4	Sound and Light	10	Interactions of Light Wrap-Up	K-2.AF.2.2	Compare models to identify common features and differences.



Next Generation Science Standards - Grade Two
Attachment 28 - ACAP
Compared to Science 2 E1/ED



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Science	1	Science	CCC.1.K-2.3	Patterns in the natural and human designed world can be observed.
1	Science	1	Science	CCC.10.K-2.1	Scientists study the natural and material world.
1	Science	1	Science	CCC.2.K-2.2	Events have causes that generate observable patterns.
1	Science	1	Science	CCC.8.K-2.3	Developing and using technology has impacts on the natural world.
1	Science	1	Science	DCI.ETS1.B.K-2.1	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
1	Science	1	Science	K-2.AG.3.2	Standard units are used to measure length.
1	Science	1	Science	K-2.AH.3.1	Science knowledge can change when new information is found.
1	Science	1	Science	SEP.3.K-2.5	Make observations from several sources to construct an evidence-based account for natural phenomena.
1	Science	1	Science	SEP.6.K-2.4	Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question.
1	Science	1	Science	SEP.7.K-2.2	Make observations (firsthand or from media) to collect data that can be used to make comparisons.
1	Science	1	Science	SEP.8.1	Scientists use different ways to study the world.
1	Science	1	Science	SEP.8.2	Science investigations begin with a question.
1	Science	1	Science	SEP.9.1	Scientists look for patterns and order when making observations about the world.
1	Science	2	Experiments	CCC.10.K-2.1	Scientists study the natural and material world.
1	Science	2	Experiments	CCC.2.K-2.1	Simple tests can be designed to gather evidence to support or refute student ideas about causes.
1	Science	2	Experiments	DCI.ETS1.B.K-2.1	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
1	Science	2	Experiments	K-2.AF.1.2	Ask and/or identify questions that can be answered by an investigation.
1	Science	2	Experiments	K-2.AF.3.3	Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question.
1	Science	2	Experiments	K-2.AF.7.1	Identify arguments that are supported by evidence.
1	Science	2	Experiments	K-2.AF.7.2	Distinguish between explanations that account for all gathered evidence and those that do not.
1	Science	2	Experiments	SEP.3.K-2.2	Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.
1	Science	2	Experiments	SEP.3.K-2.5	Make observations from several sources to construct an evidence-based account for natural phenomena.
1	Science	2	Experiments	SEP.6.K-2.4	Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question.
1	Science	2	Experiments	SEP.7.K-2.2	Make observations (firsthand or from media) to collect data that can be used to make comparisons.
1	Science	2	Experiments	SEP.7.K-2.4	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.
1	Science	3	Models	DCI.ETS1.B.K-2.1	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

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1	Science	3	Models	AF.2.1	Distinguish between a model and the actual object, process, and/or events the model represents.
1	Science	3	Models	K-2.AF.2.2	Compare models to identify common features and differences.
1	Science	3	Models	K-2.AH.4.1	Scientists use drawings, sketches, and models as a way to communicate ideas.
1	Science	3	Models	SEP.4.K-2.2	Develop a simple model based on evidence to represent a proposed object or tool.
1	Science	3	Models	SEP.6.K-2.4	Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question.
1	Science	4	Review Nature of Science	K-2.AF.1.2	Ask and/or identify questions that can be answered by an investigation.
1	Science	4	Review Nature of Science	K-2.AF.7.2	Distinguish between explanations that account for all gathered evidence and those that do not.
1	Science	4	Review Nature of Science	K-2.AH.4.1	Scientists use drawings, sketches, and models as a way to communicate ideas.
1	Science	4	Review Nature of Science	SEP.8.1	Scientists use different ways to study the world.
1	Science	4	Review Nature of Science	SEP.9.1	Scientists look for patterns and order when making observations about the world.
2	Matter and Changes	1	Types of Matter	CCC.1.K-2.1	Patterns in the natural and human designed world can be observed and used as evidence.
2	Matter and Changes	1	Types of Matter	CCC.1.K-2.3	Patterns in the natural and human designed world can be observed.
2	Matter and Changes	1	Types of Matter	DCI.PS1.A.K-2.1	Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties.
2	Matter and Changes	1	Types of Matter	SEP.7.K-2.2	Make observations (firsthand or from media) to collect data that can be used to make comparisons.
2	Matter and Changes	1	Types of Matter	SEP.9.1	Scientists look for patterns and order when making observations about the world.
2	Matter and Changes	2	Describing and Classifying Matter	CCC.1.K-2.1	Patterns in the natural and human designed world can be observed and used as evidence.
2	Matter and Changes	2	Describing and Classifying Matter	DCI.PS1.A.K-2.1	Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties.
2	Matter and Changes	2	Describing and Classifying Matter	SEP.7.K-2.2	Make observations (firsthand or from media) to collect data that can be used to make comparisons.
2	Matter and Changes	3	Lab: Classify Matter 1	2-PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
2	Matter and Changes	3	Lab: Classify Matter 1	CCC.2.K-2.1	Simple tests can be designed to gather evidence to support or refute student ideas about causes.
2	Matter and Changes	3	Lab: Classify Matter 1	DCI.PS1.A.K-2.1	Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties.
2	Matter and Changes	3	Lab: Classify Matter 1	DCI.PS1.A.K-2.2	Different properties are suited to different purposes.
2	Matter and Changes	3	Lab: Classify Matter 1	SEP.7.K-2.2	Make observations (firsthand or from media) to collect data that can be used to make comparisons.
2	Matter and Changes	4	Lab: Classify Matter 2	2-PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
2	Matter and Changes	4	Lab: Classify Matter 2	CCC.2.K-2.1	Simple tests can be designed to gather evidence to support or refute student ideas about causes.

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2	Matter and Changes	4	Lab: Classify Matter 2	DCI.PS1.A.K-2.1	Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties.
2	Matter and Changes	4	Lab: Classify Matter 2	DCI.PS1.A.K-2.2	Different properties are suited to different purposes.
2	Matter and Changes	4	Lab: Classify Matter 2	SEP.7.K-2.2	Make observations (firsthand or from media) to collect data that can be used to make comparisons.
2	Matter and Changes	4	Lab: Classify Matter 2	SEP.7.K-2.4	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.
2	Matter and Changes	5	Review Matter	DCI.PS1.A.K-2.1	Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties.
2	Matter and Changes	5	Review Matter	DCI.PS1.A.K-2.2	Different properties are suited to different purposes.
2	Matter and Changes	5	Review Matter	SEP.7.K-2.4	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.
2	Matter and Changes	6	Properties and Uses	2-PS1-2	Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
2	Matter and Changes	6	Properties and Uses	CCC.2.K-2.1	Simple tests can be designed to gather evidence to support or refute student ideas about causes.
2	Matter and Changes	6	Properties and Uses	DCI.PS1.A.K-2.2	Different properties are suited to different purposes.
2	Matter and Changes	6	Properties and Uses	SEP.3.K-2.5	Make observations from several sources to construct an evidence-based account for natural phenomena.
2	Matter and Changes	6	Properties and Uses	SEP.7.K-2.4	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.
2	Matter and Changes	7	Describing Objects	CCC.1.K-2.1	Patterns in the natural and human designed world can be observed and used as evidence.
2	Matter and Changes	7	Describing Objects	DCI.PS1.A.K-2.3	A great variety of objects can be built up from a small set of pieces.
2	Matter and Changes	7	Describing Objects	SEP.3.K-2.5	Make observations from several sources to construct an evidence-based account for natural phenomena.
2	Matter and Changes	8	Building and Breaking Objects	2-PS1-3	Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
2	Matter and Changes	8	Building and Breaking Objects	CCC.5.K-2.1	Objects may break into smaller pieces and be put together into larger pieces, or change shapes.
2	Matter and Changes	8	Building and Breaking Objects	DCI.PS1.A.K-2.3	A great variety of objects can be built up from a small set of pieces.
2	Matter and Changes	8	Building and Breaking Objects	SEP.3.K-2.5	Make observations from several sources to construct an evidence-based account for natural phenomena.
2	Matter and Changes	9	Review Objects	CCC.5.K-2.1	Objects may break into smaller pieces and be put together into larger pieces, or change shapes.
2	Matter and Changes	9	Review Objects	DCI.PS1.A.K-2.2	Different properties are suited to different purposes.
2	Matter and Changes	9	Review Objects	DCI.PS1.A.K-2.3	A great variety of objects can be built up from a small set of pieces.
2	Matter and Changes	10	Changing Matter	2-PS1-4	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
2	Matter and Changes	10	Changing Matter	CCC.2.K-2.2	Events have causes that generate observable patterns.
2	Matter and Changes	10	Changing Matter	DCI.PS1.B.K-2.1	Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.
2	Matter and Changes	10	Changing Matter	SEP.5.K-2.1	Construct an argument with evidence to support a claim.
2	Matter and Changes	11	Reversing Changes	2-PS1-4	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

2	Matter and Changes	11	Reversing Changes	CCC.2.K-2.2	Events have causes that generate observable patterns.
2	Matter and Changes	11	Reversing Changes	DCI.PS1.A.K-2.1	Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties.
2	Matter and Changes	11	Reversing Changes	DCI.PS1.B.K-2.1	Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.
2	Matter and Changes	11	Reversing Changes	SEP.3.K-2.5	Make observations from several sources to construct an evidence-based account for natural phenomena.
2	Matter and Changes	11	Reversing Changes	SEP.5.K-2.1	Construct an argument with evidence to support a claim.
2	Matter and Changes	11	Reversing Changes	SEP.6.K-2.4	Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question.
2	Matter and Changes	12	Changes That Cannot be Reversed	2-PS1-4	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
2	Matter and Changes	12	Changes That Cannot be Reversed	CCC.2.K-2.2	Events have causes that generate observable patterns.
2	Matter and Changes	12	Changes That Cannot be Reversed	DCI.PS1.A.K-2.1	Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties.
2	Matter and Changes	12	Changes That Cannot be Reversed	DCI.PS1.B.K-2.1	Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.
2	Matter and Changes	12	Changes That Cannot be Reversed	SEP.3.K-2.5	Make observations from several sources to construct an evidence-based account for natural phenomena.
2	Matter and Changes	12	Changes That Cannot be Reversed	SEP.5.K-2.1	Construct an argument with evidence to support a claim.
2	Matter and Changes	12	Changes That Cannot be Reversed	SEP.6.K-2.4	Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question.
2	Matter and Changes	13	Review Changing Matter	CCC.2.K-2.2	Events have causes that generate observable patterns.
2	Matter and Changes	13	Review Changing Matter	DCI.PS1.B.K-2.1	Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.
2	Matter and Changes	13	Review Changing Matter	SEP.5.K-2.1	Construct an argument with evidence to support a claim.
3	Changing Earth	1	Water on Earth	2-ESS2-3	Obtain information to identify where water is found on Earth and that it can be solid or liquid.
3	Changing Earth	1	Water on Earth	CCC.1.K-2.2	Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.
3	Changing Earth	1	Water on Earth	DCI.ESS2.C.K-2.1	Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.
3	Changing Earth	1	Water on Earth	SEP.6.K-2.4	Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question.
3	Changing Earth	2	Wind and Land	CCC.7.K-2.1	Things may change slowly or rapidly.
3	Changing Earth	2	Wind and Land	DCI.ESS2.A.K-2.1	Wind and water can change the shape of the land.
3	Changing Earth	2	Wind and Land	SEP.6.K-2.4	Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question.
3	Changing Earth	3	Water and Land	2-ESS2-1	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
3	Changing Earth	3	Water and Land	CCC.7.K-2.1	Things may change slowly or rapidly.

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3	Changing Earth	3	Water and Land	DCI.ESS2.A.K-2.1	Wind and water can change the shape of the land.
3	Changing Earth	3	Water and Land	DCI.ESS2.C.K-2.1	Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.
3	Changing Earth	3	Water and Land	K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
3	Changing Earth	3	Water and Land	K-2-ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
3	Changing Earth	3	Water and Land	SEP.3.K-2.2	Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.
3	Changing Earth	4	Earth Events 1	2-ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
3	Changing Earth	4	Earth Events 1	CCC.1.K-2.3	Patterns in the natural and human designed world can be observed.
3	Changing Earth	4	Earth Events 1	CCC.2.K-2.2	Events have causes that generate observable patterns.
3	Changing Earth	4	Earth Events 1	CCC.7.K-2.1	Things may change slowly or rapidly.
3	Changing Earth	4	Earth Events 1	DCI.ESS1.C.K-2.1	Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.
3	Changing Earth	4	Earth Events 1	DCI.ESS2.A.K-2.1	Wind and water can change the shape of the land.
3	Changing Earth	4	Earth Events 1	DCI.ETS1.B.K-2.1	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
3	Changing Earth	4	Earth Events 1	SEP.11.1	Scientists search for cause and effect relationships to explain natural events.
3	Changing Earth	4	Earth Events 1	SEP.3.K-2.2	Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.
3	Changing Earth	4	Earth Events 1	SEP.3.K-2.5	Make observations from several sources to construct an evidence-based account for natural phenomena.
3	Changing Earth	4	Earth Events 1	SEP.6.K-2.4	Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question.
3	Changing Earth	4	Earth Events 1	SEP.9.1	Scientists look for patterns and order when making observations about the world.
3	Changing Earth	5	Earth Events 2	2-ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
3	Changing Earth	5	Earth Events 2	CCC.2.K-2.2	Events have causes that generate observable patterns.
3	Changing Earth	5	Earth Events 2	CCC.7.K-2.1	Things may change slowly or rapidly.
3	Changing Earth	5	Earth Events 2	DCI.ESS1.C.K-2.1	Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.
3	Changing Earth	5	Earth Events 2	DCI.ESS2.A.K-2.1	Wind and water can change the shape of the land.
3	Changing Earth	5	Earth Events 2	DCI.ETS1.B.K-2.1	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
3	Changing Earth	5	Earth Events 2	SEP.11.1	Scientists search for cause and effect relationships to explain natural events.
3	Changing Earth	5	Earth Events 2	SEP.3.K-2.2	Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.
3	Changing Earth	5	Earth Events 2	SEP.3.K-2.5	Make observations from several sources to construct an evidence-based account for natural phenomena.

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3	Changing Earth	5	Earth Events 2	SEP.6.K-2.4	Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question.
3	Changing Earth	6	Review Changing Earth's Surface	2-ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
3	Changing Earth	6	Review Changing Earth's Surface	CCC.2.K-2.2	Events have causes that generate observable patterns.
3	Changing Earth	6	Review Changing Earth's Surface	CCC.7.K-2.1	Things may change slowly or rapidly.
3	Changing Earth	6	Review Changing Earth's Surface	DCI.ESS1.C.K-2.1	Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.
3	Changing Earth	6	Review Changing Earth's Surface	DCI.ESS2.A.K-2.1	Wind and water can change the shape of the land.
3	Changing Earth	6	Review Changing Earth's Surface	DCI.ESS2.C.K-2.1	Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.
3	Changing Earth	7	Maps	CCC.1.K-2.2	Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.
3	Changing Earth	7	Maps	DCI.ESS2.B.K-2.1	Maps show where things are located. One can map the shapes and kinds of land and water in any area.
3	Changing Earth	7	Maps	SEP.4.K-2.3	Develop a model to represent patterns in the natural world.
3	Changing Earth	8	Using Maps	CCC.1.K-2.2	Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.
3	Changing Earth	8	Using Maps	DCI.ESS2.B.K-2.1	Maps show where things are located. One can map the shapes and kinds of land and water in any area.
3	Changing Earth	8	Using Maps	SEP.4.K-2.3	Develop a model to represent patterns in the natural world.
3	Changing Earth	9	Lab: Making Maps	2-ESS2-2	Develop a model to represent the shapes and kinds of land and bodies of water in an area.
3	Changing Earth	9	Lab: Making Maps	CCC.1.K-2.2	Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.
3	Changing Earth	9	Lab: Making Maps	DCI.ESS2.B.K-2.1	Maps show where things are located. One can map the shapes and kinds of land and water in any area.
3	Changing Earth	9	Lab: Making Maps	DCI.ETS1.B.K-2.1	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
3	Changing Earth	9	Lab: Making Maps	SEP.4.K-2.2	Develop a simple model based on evidence to represent a proposed object or tool.
3	Changing Earth	9	Lab: Making Maps	SEP.4.K-2.3	Develop a model to represent patterns in the natural world.
3	Changing Earth	10	Review Mapping Earth	DCI.ESS2.B.K-2.1	Maps show where things are located. One can map the shapes and kinds of land and water in any area.
4	Plants and Animals	1	Habitats	2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.
4	Plants and Animals	1	Habitats	CCC.1.K-2.1	Patterns in the natural and human designed world can be observed and used as evidence.
4	Plants and Animals	1	Habitats	CCC.1.K-2.3	Patterns in the natural and human designed world can be observed.
4	Plants and Animals	1	Habitats	DCI.LS4.D.K-2.1	There are many different kinds of living things in any area, and they exist in different places on land and in water.
4	Plants and Animals	1	Habitats	SEP.4.K-2.2	Develop a simple model based on evidence to represent a proposed object or tool.
4	Plants and Animals	1	Habitats	SEP.7.K-2.2	Make observations (firsthand or from media) to collect data that can be used to make comparisons.
4	Plants and Animals	1	Habitats	SEP.9.1	Scientists look for patterns and order when making observations about the world.

4	Plants and Animals	2	Plants and Animals Attachment 28 - ACAD	4-1	Make observations of plants and animals to compare the diversity of life in different habitats.
4	Plants and Animals	2	Plants and Animals	CCC.1.K-2.1	Patterns in the natural and human designed world can be observed and used as evidence.
4	Plants and Animals	2	Plants and Animals	DCI.LS4.D.K-2.1	There are many different kinds of living things in any area, and they exist in different places on land and in water.
4	Plants and Animals	2	Plants and Animals	SEP.7.K-2.2	Make observations (firsthand or from media) to collect data that can be used to make comparisons.
4	Plants and Animals	3	Lab: Plants' Needs 1	2-LS2-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow.
4	Plants and Animals	3	Lab: Plants' Needs 1	CCC.1.K-2.1	Patterns in the natural and human designed world can be observed and used as evidence.
4	Plants and Animals	3	Lab: Plants' Needs 1	DCI.ETS1.B.K-2.1	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
4	Plants and Animals	3	Lab: Plants' Needs 1	DCI.LS2.A.K-2.1	Plants depend on water and light to grow.
4	Plants and Animals	3	Lab: Plants' Needs 1	SEP.5.K-2.1	Construct an argument with evidence to support a claim.
4	Plants and Animals	3	Lab: Plants' Needs 1	SEP.6.K-2.4	Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question.
4	Plants and Animals	3	Lab: Plants' Needs 1	SEP.7.K-2.2	Make observations (firsthand or from media) to collect data that can be used to make comparisons.
4	Plants and Animals	4	Lab: Plants' Needs 2	2-LS2-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow.
4	Plants and Animals	4	Lab: Plants' Needs 2	CCC.1.K-2.1	Patterns in the natural and human designed world can be observed and used as evidence.
4	Plants and Animals	4	Lab: Plants' Needs 2	DCI.ETS1.B.K-2.1	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
4	Plants and Animals	4	Lab: Plants' Needs 2	DCI.ETS1.C.K-2.1	Because there is always more than one possible solution to a problem, it is useful to compare and test designs.
4	Plants and Animals	4	Lab: Plants' Needs 2	DCI.LS2.A.K-2.1	Plants depend on water and light to grow.
4	Plants and Animals	4	Lab: Plants' Needs 2	SEP.5.K-2.1	Construct an argument with evidence to support a claim.
4	Plants and Animals	4	Lab: Plants' Needs 2	SEP.6.K-2.4	Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question.
4	Plants and Animals	4	Lab: Plants' Needs 2	SEP.7.K-2.2	Make observations (firsthand or from media) to collect data that can be used to make comparisons.
4	Plants and Animals	4	Lab: Plants' Needs 2	SEP.7.K-2.4	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.
4	Plants and Animals	5	Review Plants and Animals	DCI.LS2.A.K-2.1	Plants depend on water and light to grow.
4	Plants and Animals	5	Review Plants and Animals	DCI.LS4.D.K-2.1	There are many different kinds of living things in any area, and they exist in different places on land and in water.
4	Plants and Animals	6	Plants Depend on Animals	CCC.6.K-2.1	The shape and stability of structures of natural and designed objects are related to their function(s).
4	Plants and Animals	6	Plants Depend on Animals	DCI.LS2.A.K-2.2	Plants depend on animals for pollination or to move their seeds around.
4	Plants and Animals	6	Plants Depend on Animals	K-2.AF.2.3	Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s).

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4	Plants and Animals	7	Lab: Model Plants and Animals 1	2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
4	Plants and Animals	7	Lab: Model Plants and Animals 1	CCC.6.K-2.1 The shape and stability of structures of natural and designed objects are related to their function(s).
4	Plants and Animals	7	Lab: Model Plants and Animals 1	DCI.ETS1.B.K-2.1 Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
4	Plants and Animals	7	Lab: Model Plants and Animals 1	DCI.LS2.A.K-2.2 Plants depend on animals for pollination or to move their seeds around.
4	Plants and Animals	7	Lab: Model Plants and Animals 1	K-2.AF.2.3 Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s).
4	Plants and Animals	7	Lab: Model Plants and Animals 1	K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
4	Plants and Animals	7	Lab: Model Plants and Animals 1	SEP.4.K-2.1 Use a model to represent relationships in the natural world.
4	Plants and Animals	7	Lab: Model Plants and Animals 1	SEP.4.K-2.2 Develop a simple model based on evidence to represent a proposed object or tool.
4	Plants and Animals	7	Lab: Model Plants and Animals 1	SEP.4.K-2.3 Develop a model to represent patterns in the natural world.
4	Plants and Animals	7	Lab: Model Plants and Animals 1	SEP.6.K-2.4 Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question.
4	Plants and Animals	8	Lab: Model Plants and Animals 2	2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
4	Plants and Animals	8	Lab: Model Plants and Animals 2	CCC.6.K-2.1 The shape and stability of structures of natural and designed objects are related to their function(s).
4	Plants and Animals	8	Lab: Model Plants and Animals 2	DCI.ETS1.A.K-2.3 Before beginning to design a solution, it is important to clearly understand the problem.
4	Plants and Animals	8	Lab: Model Plants and Animals 2	DCI.ETS1.B.K-2.1 Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
4	Plants and Animals	8	Lab: Model Plants and Animals 2	DCI.ETS1.C.K-2.1 Because there is always more than one possible solution to a problem, it is useful to compare and test designs.
4	Plants and Animals	8	Lab: Model Plants and Animals 2	DCI.LS2.A.K-2.2 Plants depend on animals for pollination or to move their seeds around.
4	Plants and Animals	8	Lab: Model Plants and Animals 2	K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
4	Plants and Animals	8	Lab: Model Plants and Animals 2	SEP.4.K-2.2 Develop a simple model based on evidence to represent a proposed object or tool.
4	Plants and Animals	8	Lab: Model Plants and Animals 2	SEP.4.K-2.3 Develop a model to represent patterns in the natural world.
4	Plants and Animals	8	Lab: Model Plants and Animals 2	SEP.6.K-2.4 Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question.
4	Plants and Animals	9	Review Plants Depend on Animals	CCC.6.K-2.1 The shape and stability of structures of natural and designed objects are related to their function(s).
4	Plants and Animals	9	Review Plants Depend on Animals	DCI.LS2.A.K-2.2 Plants depend on animals for pollination or to move their seeds around.

Stride		Next Generation Science Standards - Grade Three Attachment 28 - ACAD				
Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text	
1	Science and Engineering	1	Introduction to Science	3-5.AF.8.1	Read and comprehend grade-appropriate complex texts and/or other reliable media to summarize and obtain scientific and technical ideas and describe how they are supported by evidence.	
1	Science and Engineering	2	Science and Engineering	3-5.AF.1.5	Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.	
1	Science and Engineering	2	Science and Engineering	3-5.AH.1.2	Science investigations use a variety of methods, tools, and techniques.	
1	Science and Engineering	2	Science and Engineering	3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	
1	Science and Engineering	2	Science and Engineering	3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	
1	Science and Engineering	2	Science and Engineering	CCC.12.3-5.1	Science affects everyday life.	
1	Science and Engineering	2	Science and Engineering	CCC.8.3-5.4	Engineers improve existing technologies or develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones).	
1	Science and Engineering	2	Science and Engineering	CCC.9.3-5.2	Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process.	
1	Science and Engineering	2	Science and Engineering	CCC.9.3-5.3	Knowledge of relevant scientific concepts and research findings is important in engineering.	
1	Science and Engineering	2	Science and Engineering	SEP.2.3-5.2	Define a simple problem that can be solved through the development of a new or improved object or tool.	
1	Science and Engineering	2	Science and Engineering	SEP.5.3-5.1	Construct an argument with evidence, data, and/or a model.	
1	Science and Engineering	2	Science and Engineering	SEP.5.3-5.2	Construct an argument with evidence.	
1	Science and Engineering	3	Observations and Data	3-5.AF.3.3	Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.	
1	Science and Engineering	3	Observations and Data	3-5.AH.1.2	Science investigations use a variety of methods, tools, and techniques.	
1	Science and Engineering	3	Observations and Data	3-5.AH.2.1	Science findings are based on recognizing patterns.	
1	Science and Engineering	3	Observations and Data	3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	
1	Science and Engineering	3	Observations and Data	CCC.1.3-5.5	Patterns of change can be used to make predictions.	
1	Science and Engineering	3	Observations and Data	SEP.1.3-5.2	Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships.	
1	Science and Engineering	3	Observations and Data	SEP.2.3-5.1	Ask questions that can be investigated based on patterns such as cause and effect relationships.	
1	Science and Engineering	3	Observations and Data	SEP.9.2	Science findings are based on recognizing patterns.	
1	Science and Engineering	4	Models and Systems	CCC.4.3-5.2	A system can be described in terms of its components and their interactions.	
1	Science and Engineering	4	Models and Systems	SEP.4.3-5.1	Develop models to describe phenomena.	
1	Science and Engineering	5	Review Nature of Science	Multiple	All assessed standards covered in this unit	
2	Organisms	1	Organisms	3-LS4-3	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	

2	Organisms	1	Organisms	DCI.LS3.A.3-5.2	Many characteristics of organisms are inherited from their parents.
2	Organisms	1	Organisms	DCI.LS3.B.3-5.2	Different organisms vary in how they look and function because they have different inherited information.
2	Organisms	2	Plant and Animal Life Cycles	3-LS1-1	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
2	Organisms	2	Plant and Animal Life Cycles	DCI.LS1.B.3-5.2	Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.
2	Organisms	3	Comparing Life Cycles	3-LS1-1	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
2	Organisms	3	Comparing Life Cycles	DCI.LS1.B.3-5.2	Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.
2	Organisms	4	Review Organisms and Life Cycles	DCI.LS1.B.3-5.2	Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.
2	Organisms	4	Review Organisms and Life Cycles	DCI.LS3.A.3-5.2	Many characteristics of organisms are inherited from their parents.
2	Organisms	4	Review Organisms and Life Cycles	DCI.LS3.B.3-5.2	Different organisms vary in how they look and function because they have different inherited information.
2	Organisms	5	Organisms' Needs and Survival	3-LS4-2	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
2	Organisms	5	Organisms' Needs and Survival	CCC.2.3-5-5	Cause and effect relationships are routinely identified and used to explain change.
2	Organisms	5	Organisms' Needs and Survival	DCI.LS4.C.3-5.1	For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.
2	Organisms	5	Organisms' Needs and Survival	SEP.5.3-5-2	Construct an argument with evidence.
2	Organisms	6	Groups of Animals	3-LS2-1	Construct an argument that some animals form groups that help members survive.
2	Organisms	6	Groups of Animals	DCI.LS2.D.3-5.1	Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (Note: Moved from K-2).
2	Organisms	7	Review Organisms and Survival	DCI.LS2.D.3-5.1	Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (Note: Moved from K-2).
2	Organisms	7	Review Organisms and Survival	DCI.LS4.C.3-5.1	For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.
2	Organisms	8	Inheriting Traits	3-LS3-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
2	Organisms	8	Inheriting Traits	DCI.LS3.A.3-5.2	Many characteristics of organisms are inherited from their parents.
2	Organisms	8	Inheriting Traits	DCI.LS3.A.3-5.3	Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.
2	Organisms	8	Inheriting Traits	DCI.LS3.B.3-5.2	Different organisms vary in how they look and function because they have different inherited information.
2	Organisms	9	Reproduction	3-LS3-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
2	Organisms	9	Reproduction	DCI.LS1.B.3-5.2	Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.

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2	Organisms	9	Reproduction	Attachment 28 - ACAD	AF.2.1	Distinguish between a model and the actual object, process, and/or events the model represents.
2	Organisms	9	Reproduction		K-2.AH.4.1	Scientists use drawings, sketches, and models as a way to communicate ideas.
2	Organisms	10	Lab: Inheritance of Traits 1		3-5.AF.3.1	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
2	Organisms	10	Lab: Inheritance of Traits 1		3-LS3-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
2	Organisms	10	Lab: Inheritance of Traits 1		CCC.1.3-5.6	Similarities and differences in patterns can be used to sort and classify natural phenomena.
2	Organisms	10	Lab: Inheritance of Traits 1		DCI.LS3.A.3-5.2	Many characteristics of organisms are inherited from their parents.
2	Organisms	10	Lab: Inheritance of Traits 1		DCI.LS3.B.3-5.2	Different organisms vary in how they look and function because they have different inherited information.
2	Organisms	11	Lab: Inheritance of Traits 2		3-5.AF.3.1	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
2	Organisms	11	Lab: Inheritance of Traits 2		3-LS3-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
2	Organisms	11	Lab: Inheritance of Traits 2		CCC.1.3-5.6	Similarities and differences in patterns can be used to sort and classify natural phenomena.
2	Organisms	11	Lab: Inheritance of Traits 2		DCI.LS3.A.3-5.2	Many characteristics of organisms are inherited from their parents.
2	Organisms	11	Lab: Inheritance of Traits 2		DCI.LS3.B.3-5.2	Different organisms vary in how they look and function because they have different inherited information.
2	Organisms	12	Review Inheriting Traits		DCI.LS1.B.3-5.2	Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.
2	Organisms	12	Review Inheriting Traits		DCI.LS3.A.3-5.2	Many characteristics of organisms are inherited from their parents.
2	Organisms	12	Review Inheriting Traits		DCI.LS3.B.3-5.2	Different organisms vary in how they look and function because they have different inherited information.
3	Organisms and the Environment	1	Habitats and Organisms		3-LS4-3	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
3	Organisms and the Environment	1	Habitats and Organisms		CCC.2.3-5.5	Cause and effect relationships are routinely identified and used to explain change.
3	Organisms and the Environment	1	Habitats and Organisms		DCI.LS4.C.3-5.1	For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.
3	Organisms and the Environment	1	Habitats and Organisms		DCI.LS4.D.3-5.2	Populations live in a variety of habitats, and change in those habitats affects the organisms living there.
3	Organisms and the Environment	1	Habitats and Organisms		SEP.5.3-5.2	Construct an argument with evidence.
3	Organisms and the Environment	2	Characteristics and the Environment		3-LS3-2	Use evidence to support the explanation that traits can be influenced by the environment.
3	Organisms and the Environment	2	Characteristics and the Environment		3-LS4-4	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
3	Organisms and the Environment	2	Characteristics and the Environment		CCC.2.3-5.5	Cause and effect relationships are routinely identified and used to explain change.
3	Organisms and the Environment	2	Characteristics and the Environment		CCC.4.3-5.2	A system can be described in terms of its components and their interactions.

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3	Organisms and the Environment	2	Characteristics and the Environment	DCI.LS2.C.3-5.1 When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.
3	Organisms and the Environment	2	Characteristics and the Environment	DCI.LS3.A.3-5.3 Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.
3	Organisms and the Environment	2	Characteristics and the Environment	DCI.LS3.B.3-5.3 The environment also affects the traits that an organism develops.
3	Organisms and the Environment	3	Lab: Growing Plants 1	3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
3	Organisms and the Environment	3	Lab: Growing Plants 1	CCC.2.3-5.5 Cause and effect relationships are routinely identified and used to explain change.
3	Organisms and the Environment	3	Lab: Growing Plants 1	DCI.LS3.A.3-5.3 Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.
3	Organisms and the Environment	3	Lab: Growing Plants 1	DCI.LS3.B.3-5.3 The environment also affects the traits that an organism develops.
3	Organisms and the Environment	4	Lab: Growing Plants 2	3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
3	Organisms and the Environment	4	Lab: Growing Plants 2	CCC.2.3-5.5 Cause and effect relationships are routinely identified and used to explain change.
3	Organisms and the Environment	4	Lab: Growing Plants 2	DCI.LS3.A.3-5.3 Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.
3	Organisms and the Environment	4	Lab: Growing Plants 2	DCI.LS3.B.3-5.3 The environment also affects the traits that an organism develops.
3	Organisms and the Environment	5	Review Habitats and Organisms	DCI.LS3.A.3-5.3 Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.
3	Organisms and the Environment	5	Review Habitats and Organisms	DCI.LS3.B.3-5.3 The environment also affects the traits that an organism develops.
3	Organisms and the Environment	5	Review Habitats and Organisms	DCI.LS4.C.3-5.1 For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.
3	Organisms and the Environment	5	Review Habitats and Organisms	DCI.LS4.D.3-5.2 Populations live in a variety of habitats, and change in those habitats affects the organisms living there.
3	Organisms and the Environment	6	Advantages and Disadvantages in Traits	3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
3	Organisms and the Environment	6	Advantages and Disadvantages in Traits	CCC.2.3-5.5 Cause and effect relationships are routinely identified and used to explain change.
3	Organisms and the Environment	6	Advantages and Disadvantages in Traits	DCI.LS4.B.3-5.1 Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.
3	Organisms and the Environment	7	Lab: Natural Selection 1	3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
3	Organisms and the Environment	8	Lab: Natural Selection 2	3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

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3	Organisms and the Environment	8	Lab: Natural Selection 2	DCI.LS4.B.3-5.1	Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.
3	Organisms and the Environment	9	Review Advantages and Disadvantages in Traits	DCI.LS4.B.3-5.1	Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.
3	Organisms and the Environment	10	Ecosystems	3-LS3-2	Use evidence to support the explanation that traits can be influenced by the environment.
3	Organisms and the Environment	10	Ecosystems	DCI.LS2.C.3-5.1	When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.
3	Organisms and the Environment	11	Changes in the Environment	3-LS3-2	Use evidence to support the explanation that traits can be influenced by the environment.
3	Organisms and the Environment	11	Changes in the Environment	DCI.LS2.C.3-5.1	When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.
3	Organisms and the Environment	12	The Effects of Changes in the Environment	3-LS3-2	Use evidence to support the explanation that traits can be influenced by the environment.
3	Organisms and the Environment	12	The Effects of Changes in the Environment	DCI.LS2.C.3-5.1	When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.
3	Organisms and the Environment	12	The Effects of Changes in the Environment	DCI.LS4.D.3-5.2	Populations live in a variety of habitats, and change in those habitats affects the organisms living there.
3	Organisms and the Environment	13	Extinct Animals	3-LS4-1	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
3	Organisms and the Environment	13	Extinct Animals	DCI.LS4.A.K-2.1	Some kinds of plants and animals that once lived on Earth are no longer found anywhere.
3	Organisms and the Environment	14	Review Organisms and Changes in the Environment	DCI.LS2.C.3-5.1	When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.
3	Organisms and the Environment	14	Review Organisms and Changes in the Environment	DCI.LS4.A.K-2.1	Some kinds of plants and animals that once lived on Earth are no longer found anywhere.
3	Organisms and the Environment	14	Review Organisms and Changes in the Environment	DCI.LS4.D.3-5.2	Populations live in a variety of habitats, and change in those habitats affects the organisms living there.
3	Organisms and the Environment	15	Fossils	3-LS4-1	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
3	Organisms and the Environment	15	Fossils	DCI.LS4.A.3-5.2	Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments.
3	Organisms and the Environment	16	Fossils and the Environment	3-LS4-1	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
3	Organisms and the Environment	16	Fossils and the Environment	DCI.LS4.A.3-5.2	Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments.
3	Organisms and the Environment	16	Fossils and the Environment	SEP.1.3-5.1	Analyze and interpret data to make sense of phenomena using logical reasoning.
3	Organisms and the Environment	17	Lab: Fossils 1	3-LS4-1	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

3	Organisms and the Environment	17	Lab: Fossils 1	Attachment 28 - ACAD	3-5.1	Analyze and interpret data to make sense of phenomena using logical reasoning.
3	Organisms and the Environment	18	Lab: Fossils 2		3-LS4-1	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
3	Organisms and the Environment	18	Lab: Fossils 2		SEP.1.3-5.1	Analyze and interpret data to make sense of phenomena using logical reasoning.
3	Organisms and the Environment	19	Review Fossils		DCI.LS4.A.3-5.2	Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments.
4	Weather and Climate	1	Weather		3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
4	Weather and Climate	1	Weather		DCI.ESS2.D.3-5.2	Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.
4	Weather and Climate	2	Weather Conditions and Seasons		3-5.AH.2.1	Science findings are based on recognizing patterns.
4	Weather and Climate	2	Weather Conditions and Seasons		3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
4	Weather and Climate	2	Weather Conditions and Seasons		CCC.11.3-5.3	Science assumes consistent patterns in natural systems.
4	Weather and Climate	2	Weather Conditions and Seasons		CCC.3.3-5.1	Observable phenomena exist from very short to very long time periods.
4	Weather and Climate	2	Weather Conditions and Seasons		DCI.ESS2.D.3-5.2	Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.
4	Weather and Climate	2	Weather Conditions and Seasons		SEP.1.3-5.2	Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships.
4	Weather and Climate	2	Weather Conditions and Seasons		SEP.3.3-5.1	Use evidence (e.g., observations, patterns) to support an explanation.
4	Weather and Climate	2	Weather Conditions and Seasons		SEP.3.3-5.2	Use evidence (e.g., observations, patterns) to construct an explanation.
4	Weather and Climate	3	Weather Conditions and Regions		3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
4	Weather and Climate	3	Weather Conditions and Regions		CCC.2.3-5.4	Cause and effect relationships are routinely identified, tested, and used to explain change.
4	Weather and Climate	3	Weather Conditions and Regions		DCI.ESS2.D.3-5.2	Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.
4	Weather and Climate	4	Patterns in Weather Conditions		3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
4	Weather and Climate	4	Patterns in Weather Conditions		DCI.ESS2.D.3-5.2	Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.
4	Weather and Climate	5	Lab: Weather 1		3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
4	Weather and Climate	5	Lab: Weather 1		CCC.1.3-5.5	Patterns of change can be used to make predictions.
4	Weather and Climate	6	Lab: Weather 2		3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
4	Weather and Climate	6	Lab: Weather 2		CCC.1.3-5.5	Patterns of change can be used to make predictions.
4	Weather and Climate	6	Lab: Weather 2		DCI.ESS2.D.3-5.2	Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.
4	Weather and Climate	7	Review Weather		3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.

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4	Weather and Climate	7	Review Weather	DCI.ESS2.D.3-5.2 Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.
4	Weather and Climate	8	Natural Hazards	3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
4	Weather and Climate	8	Natural Hazards	DCI.ESS3.B.3-5.2 A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.
4	Weather and Climate	9	Problems Caused by Natural Hazards	3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
4	Weather and Climate	9	Problems Caused by Natural Hazards	CCC.2.3-5.5 Cause and effect relationships are routinely identified and used to explain change.
4	Weather and Climate	9	Problems Caused by Natural Hazards	DCI.ESS3.B.3-5.2 A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.
4	Weather and Climate	10	Lab: Natural Hazards 1	3-5.AF.3.3 Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.
4	Weather and Climate	10	Lab: Natural Hazards 1	3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
4	Weather and Climate	10	Lab: Natural Hazards 1	CCC.8.3-5.4 Engineers improve existing technologies or develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones).
4	Weather and Climate	10	Lab: Natural Hazards 1	DCI.ESS3.B.3-5.2 A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.
4	Weather and Climate	10	Lab: Natural Hazards 1	SEP.1.3-5.2 Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships.
4	Weather and Climate	10	Lab: Natural Hazards 1	SEP.2.3-5.1 Ask questions that can be investigated based on patterns such as cause and effect relationships.
4	Weather and Climate	10	Lab: Natural Hazards 1	SEP.5.3-5.1 Construct an argument with evidence, data, and/or a model.
4	Weather and Climate	10	Lab: Natural Hazards 1	SEP.5.3-5.2 Construct an argument with evidence.
4	Weather and Climate	10	Lab: Natural Hazards 1	SEP.5.3-5.3 Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.
4	Weather and Climate	11	Lab: Natural Hazards 2	3-5.AF.3.3 Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.
4	Weather and Climate	11	Lab: Natural Hazards 2	3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
4	Weather and Climate	11	Lab: Natural Hazards 2	CCC.8.3-5.4 Engineers improve existing technologies or develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones).
4	Weather and Climate	11	Lab: Natural Hazards 2	DCI.ESS3.B.3-5.2 A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.
4	Weather and Climate	11	Lab: Natural Hazards 2	SEP.1.3-5.2 Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships.

4	Weather and Climate	11	Lab: Natural Hazards 1	SEP.3-5-1	Ask questions that can be investigated based on patterns such as cause and effect relationships.
4	Weather and Climate	11	Lab: Natural Hazards 2	SEP.5.3-5.1	Construct an argument with evidence, data, and/or a model.
4	Weather and Climate	11	Lab: Natural Hazards 2	SEP.5.3-5.2	Construct an argument with evidence.
4	Weather and Climate	11	Lab: Natural Hazards 2	SEP.5.3-5.3	Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.
4	Weather and Climate	12	Review Natural Hazards	DCI.ESS3.B.3-5.2	A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.
4	Weather and Climate	13	Climate vs. Weather	3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
4	Weather and Climate	13	Climate vs. Weather	DCI.ESS2.D.3-5.3	Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.
4	Weather and Climate	14	Climate Regions	3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
4	Weather and Climate	14	Climate Regions	DCI.ESS2.D.3-5.3	Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.
4	Weather and Climate	15	Patterns in Climate	3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
4	Weather and Climate	15	Patterns in Climate	CCC.11.3-5.3	Science assumes consistent patterns in natural systems.
4	Weather and Climate	15	Patterns in Climate	CCC.3.3-5.1	Observable phenomena exist from very short to very long time periods.
4	Weather and Climate	15	Patterns in Climate	DCI.ESS2.D.3-5.3	Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.
4	Weather and Climate	15	Patterns in Climate	SEP.3.3-5.1	Use evidence (e.g., observations, patterns) to support an explanation.
4	Weather and Climate	15	Patterns in Climate	SEP.3.3-5.2	Use evidence (e.g., observations, patterns) to construct an explanation.
4	Weather and Climate	15	Patterns in Climate	SEP.9.2	Science findings are based on recognizing patterns.
4	Weather and Climate	16	Variation in Climate	3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
4	Weather and Climate	16	Variation in Climate	DCI.ESS2.D.3-5.3	Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.
4	Weather and Climate	17	Lab: Comparing Climate 1	3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
4	Weather and Climate	17	Lab: Comparing Climate 1	CCC.2.3-5.4	Cause and effect relationships are routinely identified, tested, and used to explain change.
4	Weather and Climate	17	Lab: Comparing Climate 1	DCI.ESS2.D.3-5.2	Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.
4	Weather and Climate	17	Lab: Comparing Climate 1	DCI.ESS2.D.3-5.3	Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.
4	Weather and Climate	18	Lab: Comparing Climate 2	3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
4	Weather and Climate	18	Lab: Comparing Climate 2	CCC.2.3-5.4	Cause and effect relationships are routinely identified, tested, and used to explain change.
4	Weather and Climate	18	Lab: Comparing Climate 2	DCI.ESS2.D.3-5.2	Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.
4	Weather and Climate	18	Lab: Comparing Climate 2	DCI.ESS2.D.3-5.3	Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.

4	Weather and Climate	19	Review Climate	Attachment 28 - ACAD ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
4	Weather and Climate	19	Review Climate	DCI.ESS2.D.3-5.2	Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.
4	Weather and Climate	19	Review Climate	DCI.ESS2.D.3-5.3	Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.
5	Motion and Forces	1	Describing Motion	3-PS2-1	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
5	Motion and Forces	1	Describing Motion	DCI.PS2.A.3-5.2	The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.)
5	Motion and Forces	2	Patterns in Motion	3-PS2-2	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
5	Motion and Forces	2	Patterns in Motion	CCC.1.3-5.5	Patterns of change can be used to make predictions.
5	Motion and Forces	2	Patterns in Motion	CCC.2.3-5.3	Cause and effect relationships are routinely identified.
5	Motion and Forces	2	Patterns in Motion	CCC.2.3-5.4	Cause and effect relationships are routinely identified, tested, and used to explain change.
5	Motion and Forces	2	Patterns in Motion	DCI.PS2.A.3-5.2	The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.)
5	Motion and Forces	2	Patterns in Motion	SEP.1.3-5.2	Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships.
5	Motion and Forces	2	Patterns in Motion	SEP.2.3-5.1	Ask questions that can be investigated based on patterns such as cause and effect relationships.
5	Motion and Forces	2	Patterns in Motion	SEP.9.2	Science findings are based on recognizing patterns.
5	Motion and Forces	3	Lab: Measuring Motion 1	3-5.AF.3.1	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
5	Motion and Forces	3	Lab: Measuring Motion 1	3-PS2-2	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
5	Motion and Forces	3	Lab: Measuring Motion 1	DCI.ETS1.C.3-5.2	Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.
5	Motion and Forces	3	Lab: Measuring Motion 1	DCI.PS2.A.3-5.2	The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.)
5	Motion and Forces	4	Lab: Measuring Motion 2	3-5.AF.3.1	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
5	Motion and Forces	4	Lab: Measuring Motion 2	3-PS2-2	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

5	Motion and Forces	4	Lab: Measuring Motion	DCI.PS2.A.3-5.2	Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.
5	Motion and Forces	4	Lab: Measuring Motion 2	DCI.PS2.A.3-5.2	The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.)
5	Motion and Forces	5	Review Motion	DCI.PS2.A.3-5.2	The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.)
5	Motion and Forces	6	Forces	3-PS2-2	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
5	Motion and Forces	6	Forces	DCI.PS2.A.3-5.1	Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.)
5	Motion and Forces	6	Forces	DCI.PS2.B.3-5.1	Objects in contact exert forces on each other.
5	Motion and Forces	7	Describing Forces	3-PS2-2	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
5	Motion and Forces	7	Describing Forces	CCC.2.3-5.3	Cause and effect relationships are routinely identified.
5	Motion and Forces	7	Describing Forces	CCC.2.3-5.4	Cause and effect relationships are routinely identified, tested, and used to explain change.
5	Motion and Forces	7	Describing Forces	DCI.PS2.A.3-5.1	Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.)
5	Motion and Forces	7	Describing Forces	DCI.PS2.A.3-5.2	The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.)
5	Motion and Forces	7	Describing Forces	DCI.PS2.B.3-5.1	Objects in contact exert forces on each other.
5	Motion and Forces	8	Forces and Motion	3-PS2-1	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
5	Motion and Forces	8	Forces and Motion	DCI.PS2.A.3-5.1	Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.)
5	Motion and Forces	8	Forces and Motion	DCI.PS2.B.3-5.1	Objects in contact exert forces on each other.

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5	Motion and Forces	9	Lab: Introduction to Forces 1	3-5.AF.3.1	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
5	Motion and Forces	9	Lab: Forces 1	3-PS2-1	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
5	Motion and Forces	9	Lab: Introduction to Forces 1	CCC.2.3-5.3	Cause and effect relationships are routinely identified.
5	Motion and Forces	9	Lab: Introduction to Forces 1	CCC.2.3-5.4	Cause and effect relationships are routinely identified, tested, and used to explain change.
5	Motion and Forces	9	Lab: Forces 1	DCI.ETS1.C.3-5.2	Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.
5	Motion and Forces	9	Lab: Forces 1	DCI.PS2.A.3-5.1	Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.)
5	Motion and Forces	9	Lab: Introduction to Forces 1	DCI.PS2.A.3-5.1	Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.)
5	Motion and Forces	9	Lab: Introduction to Forces 1	DCI.PS2.B.3-5.1	Objects in contact exert forces on each other.
5	Motion and Forces	10	Lab: Introduction to Forces 2	3-5.AF.3.1	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
5	Motion and Forces	10	Lab: Forces 2	3-PS2-1	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
5	Motion and Forces	10	Lab: Introduction to Forces 2	CCC.2.3-5.3	Cause and effect relationships are routinely identified.
5	Motion and Forces	10	Lab: Introduction to Forces 2	CCC.2.3-5.4	Cause and effect relationships are routinely identified, tested, and used to explain change.
5	Motion and Forces	10	Lab: Forces 2	DCI.ETS1.C.3-5.2	Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.
5	Motion and Forces	10	Lab: Forces 2	DCI.PS2.A.3-5.1	Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.)
5	Motion and Forces	10	Lab: Introduction to Forces 2	DCI.PS2.A.3-5.1	Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.)
5	Motion and Forces	10	Lab: Introduction to Forces 2	DCI.PS2.B.3-5.1	Objects in contact exert forces on each other.

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5	Motion and Forces	11	Review Forces and Motion	DCI.PS2.A.3-5.1 Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.)
5	Motion and Forces	12	Non-contact Forces	3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
5	Motion and Forces	12	Non-contact Forces	CCC.2.3-5.5 Cause and effect relationships are routinely identified and used to explain change.
5	Motion and Forces	12	Non-contact Forces	DCI.PS2.B.3-5.2 Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.
5	Motion and Forces	13	Electric Forces	3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
5	Motion and Forces	13	Electric Forces	CCC.2.3-5.5 Cause and effect relationships are routinely identified and used to explain change.
5	Motion and Forces	13	Electric Forces	DCI.PS2.B.3-5.2 Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.
5	Motion and Forces	14	Magnetic Forces	3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
5	Motion and Forces	14	Magnetic Forces	CCC.2.3-5.5 Cause and effect relationships are routinely identified and used to explain change.
5	Motion and Forces	14	Magnetic Forces	DCI.PS2.B.3-5.2 Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.
5	Motion and Forces	15	Lab: Magnets 1	3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
5	Motion and Forces	15	Lab: Magnets 1	3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.
5	Motion and Forces	15	Lab: Magnets 1	CCC.2.3-5.5 Cause and effect relationships are routinely identified and used to explain change.
5	Motion and Forces	15	Lab: Magnets 1	DCI.PS2.B.3-5.2 Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.

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5	Motion and Forces	16	Lab: Magnets 2	3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
5	Motion and Forces	16	Lab: Magnets 2	3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.
5	Motion and Forces	16	Lab: Magnets 2	CCC.2.3-5.5 Cause and effect relationships are routinely identified and used to explain change.
5	Motion and Forces	16	Lab: Magnets 2	DCI.PS2.B.3-5.2 Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.
5	Motion and Forces	17	Review Electric and Magnetic Forces	DCI.PS2.B.3-5.2 Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.

Stride		Next Generation Science Standards - Grade Four Attachment 28 - ACAD			 Compared to Science 4 E1/ED	
Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text	
1	Science and Engineering	1	Introduction to Science	3-5.AF.6.5	Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.	
1	Science and Engineering	1	Introduction to Science	3-5.AJ.2.2	Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands.	
1	Science and Engineering	1	Introduction to Science	CCC.11.3-5.3	Science assumes consistent patterns in natural systems.	
1	Science and Engineering	1	Introduction to Science	CCC.12.3-5.1	Science affects everyday life.	
1	Science and Engineering	1	Introduction to Science	CCC.8.3-5.6	Engineers improve existing technologies or develop new ones.	
1	Science and Engineering	1	Introduction to Science	CCC.8.3-5.8	Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands.	
1	Science and Engineering	1	Introduction to Science	CCC.9.3-5.3	Knowledge of relevant scientific concepts and research findings is important in engineering.	
1	Science and Engineering	1	Introduction to Science	SEP.2.3-5.3	Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.	
1	Science and Engineering	2	Science and Engineering	3-5.AJ.2.2	Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands.	
1	Science and Engineering	2	Science and Engineering	CCC.11.3-5.3	Science assumes consistent patterns in natural systems.	
1	Science and Engineering	2	Science and Engineering	CCC.12.3-5.1	Science affects everyday life.	
1	Science and Engineering	2	Science and Engineering	CCC.8.3-5.6	Engineers improve existing technologies or develop new ones.	
1	Science and Engineering	2	Science and Engineering	CCC.8.3-5.8	Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands.	
1	Science and Engineering	2	Science and Engineering	CCC.9.3-5.3	Knowledge of relevant scientific concepts and research findings is important in engineering.	
1	Science and Engineering	2	Science and Engineering	SEP.2.3-5.3	Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.	
1	Science and Engineering	2	Science and Engineering	SEP.3.3-5.3	Use evidence (e.g., measurements, observations, patterns) to construct an explanation.	
1	Science and Engineering	2	Science and Engineering	SEP.9.2	Science findings are based on recognizing patterns.	
1	Science and Engineering	3	Observations and Data	SEP.2.3-5.3	Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.	
1	Science and Engineering	4	Models and Systems	CCC.4.3-5.2	A system can be described in terms of its components and their interactions.	
1	Science and Engineering	4	Models and Systems	SEP.4.3-5.4	Develop a model to describe phenomena.	
1	Science and Engineering	5	Review Nature of Science	Multiple	All assessed standards covered in this unit	
2	Energy	1	Energy	4-PS3-2	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	
2	Energy	2	Transfer of Energy	4-PS3-2	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	
2	Energy	2	Transfer of Energy	CCC.5.3-5.2	Energy can be transferred in various ways and between objects.	
2	Energy	2	Transfer of Energy	DCI.PS3.B.3-5.1	Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.	

2	Energy	2	Transfer of Energy	Attachment 28 - ACAD	3-5.1	Obtain and combine information from books and other reliable media to explain phenomena.
2	Energy	3	Speed		4-PS3-2	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
2	Energy	4	Speed and Energy		4-PS3-1	Use evidence to construct an explanation relating the speed of an object to the energy of that object.
2	Energy	4	Speed and Energy		DCI.PS3.A.3-5.1	The faster a given object is moving, the more energy it possesses.
2	Energy	4	Speed and Energy		DCI.PS3.B.3-5.1	Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.
2	Energy	5	Lab: Speed and Energy 1		4-PS3-1	Use evidence to construct an explanation relating the speed of an object to the energy of that object.
2	Energy	5	Lab: Speed and Energy 1		DCI.PS3.A.3-5.1	The faster a given object is moving, the more energy it possesses.
2	Energy	5	Lab: Speed and Energy 1		DCI.PS3.A.3-5.2	Energy can be moved from place to place by moving objects or through sound, light, or electric currents.
2	Energy	5	Lab: Speed and Energy 1		DCI.PS3.B.3-5.1	Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.
2	Energy	5	Lab: Speed and Energy 1		SEP.3.3-5.3	Use evidence (e.g., measurements, observations, patterns) to construct an explanation.
2	Energy	5	Lab: Speed and Energy 1		SEP.7.3-5.4	Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
2	Energy	6	Lab: Speed and Energy 2		4-PS3-1	Use evidence to construct an explanation relating the speed of an object to the energy of that object.
2	Energy	6	Lab: Speed and Energy 2		DCI.PS3.A.3-5.1	The faster a given object is moving, the more energy it possesses.
2	Energy	6	Lab: Speed and Energy 2		DCI.PS3.A.3-5.2	Energy can be moved from place to place by moving objects or through sound, light, or electric currents.
2	Energy	6	Lab: Speed and Energy 2		DCI.PS3.B.3-5.1	Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.
2	Energy	6	Lab: Speed and Energy 2		SEP.3.3-5.3	Use evidence (e.g., measurements, observations, patterns) to construct an explanation.
2	Energy	6	Lab: Speed and Energy 2		SEP.7.3-5.4	Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
2	Energy	7	Review Energy		Multiple	All assessed standards covered in this unit
2	Energy	8	Energy and Interactions		DCI.PS3.B.3-5.1	Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.
2	Energy	9	Collisions		4-PS3-3	Ask questions and predict outcomes about the changes in energy that occur when objects collide.
2	Energy	10	Energy and Collisions		4-PS3-3	Ask questions and predict outcomes about the changes in energy that occur when objects collide.

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2	Energy	11	Lab: Collisions 1	DCI.PS3.B.3-5.1 Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.
2	Energy	11	Lab: Collisions 1	DCI.PS3.C.3-5.1 When objects collide, the contact forces transfer energy so as to change the objects' motions.
2	Energy	11	Lab: Collisions 1	SEP.7.3-5.4 Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
2	Energy	12	Lab: Collisions 2	DCI.PS3.B.3-5.1 Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.
2	Energy	12	Lab: Collisions 2	DCI.PS3.C.3-5.1 When objects collide, the contact forces transfer energy so as to change the objects' motions.
2	Energy	12	Lab: Collisions 2	SEP.7.3-5.4 Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
2	Energy	13	Review Energy and Collisions	DCI.PS3.B.3-5.1 Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.
2	Energy	14	Electric Currents	DCI.PS3.B.3-5.3 Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.
2	Energy	15	Electric Currents and Energy	DCI.PS3.A.3-5.2 Energy can be moved from place to place by moving objects or through sound, light, or electric currents.
2	Energy	15	Electric Currents and Energy	DCI.PS3.B.3-5.1 Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.
2	Energy	15	Electric Currents and Energy	DCI.PS3.B.3-5.3 Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.
2	Energy	16	Producing Energy	DCI.ESS3.A.3-5.2 Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.
2	Energy	16	Producing Energy	DCI.PS3.D.3-5.1 The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use.
2	Energy	17	Lab: Converting Energy 1	4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
2	Energy	17	Lab: Converting Energy 1	CCC.5.3-5.2 Energy can be transferred in various ways and between objects.
2	Energy	17	Lab: Converting Energy 1	DCI.PS3.A.3-5.2 Energy can be moved from place to place by moving objects or through sound, light, or electric currents.

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2	Energy	17	Lab: Converting Energy 1	DCI.PS3.B.3-5.1 Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.
2	Energy	17	Lab: Converting Energy 1	DCI.PS3.B.3-5.3 Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.
2	Energy	17	Lab: Converting Energy 1	DCI.PS3.C.3-5.1 When objects collide, the contact forces transfer energy so as to change the objects' motions.
2	Energy	17	Lab: Converting Energy 1	SEP.7.3-5.4 Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
2	Energy	18	Lab: Converting Energy 2	4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
2	Energy	18	Lab: Converting Energy 2	CCC.5.3-5.2 Energy can be transferred in various ways and between objects.
2	Energy	18	Lab: Converting Energy 2	DCI.PS3.A.3-5.2 Energy can be moved from place to place by moving objects or through sound, light, or electric currents.
2	Energy	18	Lab: Converting Energy 2	DCI.PS3.B.3-5.1 Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.
2	Energy	18	Lab: Converting Energy 2	DCI.PS3.B.3-5.3 Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.
2	Energy	18	Lab: Converting Energy 2	DCI.PS3.C.3-5.1 When objects collide, the contact forces transfer energy so as to change the objects' motions.
2	Energy	18	Lab: Converting Energy 2	SEP.7.3-5.4 Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
2	Energy	19	Review Electric Currents	Multiple All assessed standards covered in this unit
3	Waves and Information Transfer	1	Waves	4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
3	Waves and Information Transfer	2	Parts of a Wave	4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
3	Waves and Information Transfer	2	Parts of a Wave	DCI.PS4.A.3-5.3 Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).
3	Waves and Information Transfer	2	Parts of a Wave	SEP.6.3-5.1 Obtain and combine information from books and other reliable media to explain phenomena.
3	Waves and Information Transfer	3	Water Waves	DCI.PS4.A.3-5.2 Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach. (Note: This grade band endpoint was moved from K-2.)
3	Waves and Information Transfer	4	Waves and Motion	4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
3	Waves and Information Transfer	4	Waves and Motion	DCI.PS3.A.3-5.2 Energy can be moved from place to place by moving objects or through sound, light, or electric currents.

3	Waves and Information Transfer	4	Waves and Motion Attachment 28 - ACAD	SEP.6.3-5.3	Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).
3	Waves and Information Transfer	4	Waves and Motion	SEP.6.3-5.1	Obtain and combine information from books and other reliable media to explain phenomena.
3	Waves and Information Transfer	5	Lab: Waves 1	4-PS4-1	Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
3	Waves and Information Transfer	6	Lab: Waves 2	4-PS4-1	Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
3	Waves and Information Transfer	7	Review Waves and Motion	Multiple	All assessed standards covered in this unit
3	Waves and Information Transfer	8	Paths of Light	DCI.PS3.B.3-5.2	Light also transfers energy from place to place.
3	Waves and Information Transfer	9	Seeing Objects	4-PS4-2	Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
3	Waves and Information Transfer	9	Seeing Objects	DCI.PS4.B.3-5.3	An object can be seen when light reflected from its surface enters the eyes.
3	Waves and Information Transfer	10	Transmitting Information	DCI.PS4.C.3-5.2	Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa.
3	Waves and Information Transfer	11	Lab: Transfer Information 1	3-5.AF.1.5	Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.
3	Waves and Information Transfer	11	Lab: Transfer Information 1	3-5.AF.6.5	Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.
3	Waves and Information Transfer	11	Lab: Transfer Information 1	3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
3	Waves and Information Transfer	11	Lab: Transfer Information 1	4-PS4-3	Generate and compare multiple solutions that use patterns to transfer information.
3	Waves and Information Transfer	11	Lab: Transfer Information 1	CCC.1.3-5.7	Similarities and differences in patterns can be used to sort and classify designed products.
3	Waves and Information Transfer	11	Lab: Transfer Information 1	CCC.9.3-5.3	Knowledge of relevant scientific concepts and research findings is important in engineering.
3	Waves and Information Transfer	11	Lab: Transfer Information 1	DCI.PS4.C.3-5.2	Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa.
3	Waves and Information Transfer	11	Lab: Transfer Information 1	SEP.2.3-5.3	Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.
3	Waves and Information Transfer	11	Lab: Transfer Information 1	SEP.3.3-5.3	Use evidence (e.g., measurements, observations, patterns) to construct an explanation.
3	Waves and Information Transfer	11	Lab: Transfer Information 1	SEP.3.3-5.4	Apply scientific ideas to solve design problems.
3	Waves and Information Transfer	11	Lab: Transfer Information 1	SEP.3.3-5.5	Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.
3	Waves and Information Transfer	11	Lab: Transfer Information 1	SEP.3.3-5.7	Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.
3	Waves and Information Transfer	11	Lab: Transfer Information 1	SEP.4.3-5.2	Develop a model using an analogy, example, or abstract representation to describe a scientific principle.
3	Waves and Information Transfer	11	Lab: Transfer Information 1	SEP.4.3-5.4	Develop a model to describe phenomena.
3	Waves and Information Transfer	11	Lab: Transfer Information 1	SEP.7.3-5.3	Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.

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3	Waves and Information Transfer	11	Lab: Transfer Information 1	SEP.9.2	Science findings are based on recognizing patterns.
3	Waves and Information Transfer	12	Lab: Transfer Information 2	3-5.AF.1.5	Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.
3	Waves and Information Transfer	12	Lab: Transfer Information 2	3-5.AF.6.5	Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.
3	Waves and Information Transfer	12	Lab: Transfer Information 2	3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
3	Waves and Information Transfer	12	Lab: Transfer Information 2	4-PS4-3	Generate and compare multiple solutions that use patterns to transfer information.
3	Waves and Information Transfer	12	Lab: Transfer Information 2	CCC.1.3-5.7	Similarities and differences in patterns can be used to sort and classify designed products.
3	Waves and Information Transfer	12	Lab: Transfer Information 2	CCC.9.3-5.3	Knowledge of relevant scientific concepts and research findings is important in engineering.
3	Waves and Information Transfer	12	Lab: Transfer Information 2	DCI.PS4.C.3-5.2	Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa.
3	Waves and Information Transfer	12	Lab: Transfer Information 2	SEP.2.3-5.3	Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.
3	Waves and Information Transfer	12	Lab: Transfer Information 2	SEP.3.3-5.3	Use evidence (e.g., measurements, observations, patterns) to construct an explanation.
3	Waves and Information Transfer	12	Lab: Transfer Information 2	SEP.3.3-5.4	Apply scientific ideas to solve design problems.
3	Waves and Information Transfer	12	Lab: Transfer Information 2	SEP.3.3-5.5	Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.
3	Waves and Information Transfer	12	Lab: Transfer Information 2	SEP.3.3-5.7	Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.
3	Waves and Information Transfer	12	Lab: Transfer Information 2	SEP.4.3-5.2	Develop a model using an analogy, example, or abstract representation to describe a scientific principle.
3	Waves and Information Transfer	12	Lab: Transfer Information 2	SEP.4.3-5.4	Develop a model to describe phenomena.
3	Waves and Information Transfer	12	Lab: Transfer Information 2	SEP.7.3-5.3	Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.
3	Waves and Information Transfer	12	Lab: Transfer Information 2	SEP.9.2	Science findings are based on recognizing patterns.
3	Waves and Information Transfer	13	Review Light and Information Transfer	Multiple	All assessed standards covered in this unit
4	Structures and Senses	1	Plant Structures	4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
4	Structures and Senses	1	Plant Structures	DCI.LS1.A.3-5.2	Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.
4	Structures and Senses	2	Animal Structures	4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
4	Structures and Senses	2	Animal Structures	DCI.LS1.A.3-5.2	Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.
4	Structures and Senses	3	Systems in Organisms	CCC.4.3-5.2	A system can be described in terms of its components and their interactions.
4	Structures and Senses	4	Sense Receptors	4-LS1-2	Use a model to describe that animals' receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

4	Structures and Senses	4	Sense Receptors	CCC.2.3-5.3	Cause and effect relationships are routinely identified.
4	Structures and Senses	4	Sense Receptors	CCC.2.3-5.4	Cause and effect relationships are routinely identified, tested, and used to explain change.
4	Structures and Senses	4	Sense Receptors	DCI.LS1.D.3-5.2	Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions.
4	Structures and Senses	5	Types of Receptors	CCC.2.3-5.3	Cause and effect relationships are routinely identified.
4	Structures and Senses	5	Types of Receptors	CCC.2.3-5.4	Cause and effect relationships are routinely identified, tested, and used to explain change.
4	Structures and Senses	5	Types of Receptors	DCI.LS1.D.3-5.2	Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions.
4	Structures and Senses	6	Lab: The Senses 1	4-LS1-2	Use a model to describe that animals' receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
4	Structures and Senses	6	Lab: The Senses 1	CCC.2.3-5.3	Cause and effect relationships are routinely identified.
4	Structures and Senses	6	Lab: The Senses 1	CCC.2.3-5.4	Cause and effect relationships are routinely identified, tested, and used to explain change.
4	Structures and Senses	6	Lab: The Senses 1	DCI.LS1.D.3-5.2	Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions.
4	Structures and Senses	7	Lab: The Senses 2	4-LS1-2	Use a model to describe that animals' receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
4	Structures and Senses	7	Lab: The Senses 2	CCC.2.3-5.3	Cause and effect relationships are routinely identified.
4	Structures and Senses	7	Lab: The Senses 2	CCC.2.3-5.4	Cause and effect relationships are routinely identified, tested, and used to explain change.
4	Structures and Senses	7	Lab: The Senses 2	DCI.LS1.D.3-5.2	Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions.
4	Structures and Senses	8	Review Structures and Senses	Multiple	All assessed standards covered in this unit
5	Earth	1	Using Maps	4-ESS2-2	Analyze and interpret data from maps to describe patterns of Earth's features.
5	Earth	1	Using Maps	DCI.ESS2.B.3-5.2	The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth.
5	Earth	2	Living Things and Regions	DCI.ESS2.E.3-5.2	Living things affect the physical characteristics of their regions.
5	Earth	3	Effects of Rainfall	DCI.ESS2.A.3-5.2	Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.

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5 Earth	4 Weathering and Erosion	DCI.ESS2.A.3-5.2	Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.
5 Earth	5 Lab: Erosion 1	4-ESS2-1	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
5 Earth	5 Lab: Erosion 1	CCC.2.3-5.5	Cause and effect relationships are routinely identified and used to explain change.
5 Earth	5 Lab: Erosion 1	DCI.ESS2.A.3-5.2	Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.
5 Earth	5 Lab: Erosion 1	SEP.2.3-5.3	Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.
5 Earth	5 Lab: Erosion 1	SEP.3.K-2.1	Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.
5 Earth	5 Lab: Erosion 1	SEP.4.3-5.3	Use a model to test interactions concerning the functioning of a natural system.
5 Earth	5 Lab: Erosion 1	SEP.4.3-5.4	Develop a model to describe phenomena.
5 Earth	5 Lab: Erosion 1	SEP.6.3-5.1	Obtain and combine information from books and other reliable media to explain phenomena.
5 Earth	5 Lab: Erosion 1	SEP.7.3-5.4	Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
5 Earth	6 Lab: Erosion 2	4-ESS2-1	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
5 Earth	6 Lab: Erosion 2	CCC.2.3-5.5	Cause and effect relationships are routinely identified and used to explain change.
5 Earth	6 Lab: Erosion 2	DCI.ESS2.A.3-5.2	Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.
5 Earth	6 Lab: Erosion 2	SEP.2.3-5.3	Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.
5 Earth	6 Lab: Erosion 2	SEP.3.K-2.1	Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.
5 Earth	6 Lab: Erosion 2	SEP.4.3-5.3	Use a model to test interactions concerning the functioning of a natural system.
5 Earth	6 Lab: Erosion 2	SEP.4.3-5.4	Develop a model to describe phenomena.
5 Earth	6 Lab: Erosion 2	SEP.6.3-5.1	Obtain and combine information from books and other reliable media to explain phenomena.
5 Earth	6 Lab: Erosion 2	SEP.7.3-5.4	Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
5 Earth	7 Review Maps and Surface Processes	Multiple	All assessed standards covered in this unit
5 Earth	8 Features at Boundaries	CCC.5.3-5.2	Energy can be transferred in various ways and between objects.
5 Earth	9 Events at Boundaries	DCI.ESS2.E.K-2.1	Plants and animals can change their environment.
5 Earth	10 Patterns in Earth Events	CCC.8.3-5.8	Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands.

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5	Earth	11	Natural Hazards	CCC.5.3-5.2 Energy can be transferred in various ways and between objects.
5	Earth	12	Lab: Natural Hazards 1	3-5.AF.1.5 Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.
5	Earth	12	Lab: Natural Hazards 1	3-5.AF.6.5 Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.
5	Earth	12	Lab: Natural Hazards 1	3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
5	Earth	12	Lab: Natural Hazards 1	3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
5	Earth	12	Lab: Natural Hazards 1	3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
5	Earth	12	Lab: Natural Hazards 1	4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
5	Earth	12	Lab: Natural Hazards 1	CCC.2.3-5.4 Cause and effect relationships are routinely identified, tested, and used to explain change.
5	Earth	12	Lab: Natural Hazards 1	CCC.9.3-5.3 Knowledge of relevant scientific concepts and research findings is important in engineering.
5	Earth	12	Lab: Natural Hazards 1	DCI.ESS3.B.3-5.3 A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts.
5	Earth	12	Lab: Natural Hazards 1	DCI.ETS1.B.3-5.1 Testing a solution involves investigating how well it performs under a range of likely conditions.
5	Earth	12	Lab: Natural Hazards 1	DCI.ETS1.B.3-5.2 Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.
5	Earth	12	Lab: Natural Hazards 1	DCI.ETS1.C.3-5.2 Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.
5	Earth	12	Lab: Natural Hazards 1	SEP.2.3-5.3 Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.
5	Earth	12	Lab: Natural Hazards 1	SEP.3.3-5.4 Apply scientific ideas to solve design problems.
5	Earth	12	Lab: Natural Hazards 1	SEP.3.3-5.5 Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.
5	Earth	12	Lab: Natural Hazards 1	SEP.3.3-5.7 Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.
5	Earth	12	Lab: Natural Hazards 1	SEP.5.3-5.1 Construct an argument with evidence, data, and/or a model.
5	Earth	12	Lab: Natural Hazards 1	SEP.6.3-5.1 Obtain and combine information from books and other reliable media to explain phenomena.
5	Earth	12	Lab: Natural Hazards 1	SEP.7.3-5.3 Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.
5	Earth	13	Lab: Natural Hazards 2	3-5.AF.1.5 Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.
5	Earth	13	Lab: Natural Hazards 2	3-5.AF.6.5 Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.

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5	Earth	13	Lab: Natural Hazards 2	3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
5	Earth	13	Lab: Natural Hazards 2	3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
5	Earth	13	Lab: Natural Hazards 2	3-5-ETS1-3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
5	Earth	13	Lab: Natural Hazards 2	4-ESS3-2	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
5	Earth	13	Lab: Natural Hazards 2	CCC.2.3-5.4	Cause and effect relationships are routinely identified, tested, and used to explain change.
5	Earth	13	Lab: Natural Hazards 2	CCC.9.3-5.3	Knowledge of relevant scientific concepts and research findings is important in engineering.
5	Earth	13	Lab: Natural Hazards 2	DCI.ESS3.B.3-5.3	A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts.
5	Earth	13	Lab: Natural Hazards 2	DCI.ETS1.B.3-5.1	Testing a solution involves investigating how well it performs under a range of likely conditions.
5	Earth	13	Lab: Natural Hazards 2	DCI.ETS1.B.3-5.2	Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.
5	Earth	13	Lab: Natural Hazards 2	DCI.ETS1.C.3-5.2	Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.
5	Earth	13	Lab: Natural Hazards 2	SEP.2.3-5.3	Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.
5	Earth	13	Lab: Natural Hazards 2	SEP.3.3-5.4	Apply scientific ideas to solve design problems.
5	Earth	13	Lab: Natural Hazards 2	SEP.3.3-5.5	Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.
5	Earth	13	Lab: Natural Hazards 2	SEP.3.3-5.7	Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.
5	Earth	13	Lab: Natural Hazards 2	SEP.5.3-5.1	Construct an argument with evidence, data, and/or a model.
5	Earth	13	Lab: Natural Hazards 2	SEP.6.3-5.1	Obtain and combine information from books and other reliable media to explain phenomena.
5	Earth	13	Lab: Natural Hazards 2	SEP.7.3-5.3	Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.
5	Earth	14	Review Boundaries and Hazards	Multiple	All assessed standards covered in this unit
5	Earth	15	Rock Layers	4-ESS1-1	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
5	Earth	16	Fossils in Rock Layers 1	4-ESS1-1	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
5	Earth	16	Fossils in Rock Layers 1	CCC.1.3-5.6	Similarities and differences in patterns can be used to sort and classify natural phenomena.
5	Earth	16	Fossils in Rock Layers 1	CCC.1.3-5.8	Patterns can be used as evidence to support an explanation.
5	Earth	16	Fossils in Rock Layers 1	CCC.11.3-5.3	Science assumes consistent patterns in natural systems.
5	Earth	16	Fossils in Rock Layers 1	DCI.ESS1.C.3-5.2	Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed.

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5	Earth	16	Fossils in Rock Layers 1	SEP.3.3-5.1	Analyze and interpret data to make sense of phenomena using logical reasoning.
5	Earth	16	Fossils in Rock Layers 1	SEP.3.3-5.6	Identify the evidence that supports particular points in an explanation.
5	Earth	16	Fossils in Rock Layers 1	SEP.7.3-5.4	Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
5	Earth	17	Fossils in Rock Layers 2	4-ESS1-1	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
5	Earth	17	Fossils in Rock Layers 2	CCC.1.3-5.6	Similarities and differences in patterns can be used to sort and classify natural phenomena.
5	Earth	17	Fossils in Rock Layers 2	CCC.1.3-5.8	Patterns can be used as evidence to support an explanation.
5	Earth	17	Fossils in Rock Layers 2	CCC.11.3-5.3	Science assumes consistent patterns in natural systems.
5	Earth	17	Fossils in Rock Layers 2	DCI.ESS1.C.3-5.2	Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed.
5	Earth	17	Fossils in Rock Layers 2	SEP.1.3-5.1	Analyze and interpret data to make sense of phenomena using logical reasoning.
5	Earth	17	Fossils in Rock Layers 2	SEP.3.3-5.6	Identify the evidence that supports particular points in an explanation.
5	Earth	17	Fossils in Rock Layers 2	SEP.7.3-5.4	Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
5	Earth	18	Earth Forces and Rock Layers	4-ESS1-1	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
5	Earth	19	Lab: Patterns in Rock Layers 1	4-ESS1-1	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
5	Earth	19	Lab: Patterns in Rock Layers 1	CCC.1.3-5.6	Similarities and differences in patterns can be used to sort and classify natural phenomena.
5	Earth	19	Lab: Patterns in Rock Layers 1	CCC.1.3-5.8	Patterns can be used as evidence to support an explanation.
5	Earth	19	Lab: Patterns in Rock Layers 1	CCC.11.3-5.3	Science assumes consistent patterns in natural systems.
5	Earth	19	Lab: Patterns in Rock Layers 1	DCI.ESS1.C.3-5.2	Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed.
5	Earth	19	Lab: Patterns in Rock Layers 1	SEP.1.3-5.1	Analyze and interpret data to make sense of phenomena using logical reasoning.
5	Earth	19	Lab: Patterns in Rock Layers 1	SEP.3.3-5.6	Identify the evidence that supports particular points in an explanation.
5	Earth	19	Lab: Patterns in Rock Layers 1	SEP.5.3-5.1	Construct an argument with evidence, data, and/or a model.
5	Earth	19	Lab: Patterns in Rock Layers 1	SEP.7.3-5.4	Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
5	Earth	20	Lab: Patterns in Rock Layers 2	4-ESS1-1	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
5	Earth	20	Lab: Patterns in Rock Layers 2	CCC.1.3-5.6	Similarities and differences in patterns can be used to sort and classify natural phenomena.
5	Earth	20	Lab: Patterns in Rock Layers 2	CCC.1.3-5.8	Patterns can be used as evidence to support an explanation.
5	Earth	20	Lab: Patterns in Rock Layers 2	CCC.11.3-5.3	Science assumes consistent patterns in natural systems.
5	Earth	20	Lab: Patterns in Rock Layers 2	DCI.ESS1.C.3-5.2	Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed.
5	Earth	20	Lab: Patterns in Rock Layers 2	SEP.1.3-5.1	Analyze and interpret data to make sense of phenomena using logical reasoning.

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5	Earth	20	Lab: Patterns in Rock Layers 2	SEP.3.3-5.6	Identify the evidence that supports particular points in an explanation.
5	Earth	20	Lab: Patterns in Rock Layers 2	SEP.3.3-5.1	Construct an argument with evidence, data, and/or a model.
5	Earth	20	Lab: Patterns in Rock Layers 2	SEP.7.3-5.4	Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
5	Earth	21	Review Rock Layers and Fossils	Multiple	All assessed standards covered in this unit
5	Earth	22	Types of Resources	4-ESS3-1	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
5	Earth	23	Using Energy	4-PS3-2	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
5	Earth	24	Energy and Resources	4-ESS3-1	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
5	Earth	25	Effects of Energy Use	4-ESS3-1	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
5	Earth	25	Effects of Energy Use	DCI.ESS3.A.3-5.2	Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.
5	Earth	26	Technology and the Environment	4-ESS3-1	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
5	Earth	27	Review Resources and the Environment	Multiple	All assessed standards covered in this unit



Next Generation Science Standards - Grade Five Attachment 28 - ACAP Compared to Science 5 E1/ED



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Science and Engineering	1	Introduction to Science	CCC.10.3-5.2	Science findings are limited to questions that can be answered with empirical evidence.
1	Science and Engineering	1	Introduction to Science	CCC.8.3-5.5	People's needs and wants change over time, as do their demands for new and improved technologies.
1	Science and Engineering	1	Introduction to Science	CCC.8.3-5.8	Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands.
1	Science and Engineering	2	Science and Engineering	CCC.10.3-5.2	Science findings are limited to questions that can be answered with empirical evidence.
1	Science and Engineering	2	Science and Engineering	CCC.3.3-5.2	Natural objects exist from the very small to the immensely large.
1	Science and Engineering	2	Science and Engineering	CCC.8.3-5.5	People's needs and wants change over time, as do their demands for new and improved technologies.
1	Science and Engineering	2	Science and Engineering	CCC.8.3-5.8	Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands.
1	Science and Engineering	2	Science and Engineering	SEP.12.5.1	Measure and graph quantities such as weight to address scientific and engineering questions and problems.
1	Science and Engineering	3	Observations and Data	CCC.3.3-5.2	Natural objects exist from the very small to the immensely large.
1	Science and Engineering	3	Observations and Data	CCC.3.3-5.3	Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume.
1	Science and Engineering	3	Observations and Data	CCC.3.3-5.4	Standard units are used to measure and describe physical quantities such as weight and volume.
1	Science and Engineering	3	Observations and Data	SEP.1.3-5.3	Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships.
1	Science and Engineering	3	Observations and Data	SEP.12.5.1	Measure and graph quantities such as weight to address scientific and engineering questions and problems.
1	Science and Engineering	4	Models and Systems	CCC.3.3-5.2	Natural objects exist from the very small to the immensely large.
1	Science and Engineering	4	Models and Systems	CCC.4.3-5.2	A system can be described in terms of its components and their interactions.
1	Science and Engineering	5	Review Nature of Science	Multiple	All assessed standards covered in this unit
2	Matter	1	What Is Matter?	3-5.AF.8.1	Read and comprehend grade-appropriate complex texts and/or other reliable media to summarize and obtain scientific and technical ideas and describe how they are supported by evidence.
2	Matter	1	What Is Matter?	3-5.AG.5.1	Matter is made of particles.
2	Matter	1	What Is Matter?	PS1.A	Structure and Properties of Matter
2	Matter	2	Describing Matter	PS1.A	Structure and Properties of Matter
2	Matter	3	Measuring Matter	SEP.12.5.1	Measure and graph quantities such as weight to address scientific and engineering questions and problems.
2	Matter	4	Identifying Matter	3-5.AF.8.1	Read and comprehend grade-appropriate complex texts and/or other reliable media to summarize and obtain scientific and technical ideas and describe how they are supported by evidence.
2	Matter	4	Identifying Matter	CCC.3.3-5.4	Standard units are used to measure and describe physical quantities such as weight and volume.
2	Matter	5	Classifying Matter	N/A	No grade-level state specific standards applicable for this lesson
2	Matter	6	Lab: Identifying Matter 1	5-PS1-1	Develop a model to describe that matter is made of particles too small to be seen.

2	Matter	6	Lab: Identifying Matter 1	5-PS1-3	Make observations and measurements to identify materials based on their properties.
2	Matter	6	Lab: Identifying Matter 1	5-PS1-4	Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
2	Matter	6	Lab: Identifying Matter 1	DCI.PS1.A.3-5.1	Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects.
2	Matter	6	Lab: Identifying Matter 1	DCI.PS1.A.3-5.3	Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.)
2	Matter	6	Lab: Identifying Matter 1	SEP.4.3-5.5	Use models to describe phenomena.
2	Matter	6	Lab: Identifying Matter 1	SEP.5.3-5.4	Support an argument with evidence, data, or a model.
2	Matter	6	Lab: Identifying Matter 1	SEP.7.3-5.1	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
2	Matter	6	Lab: Identifying Matter 1	SEP.7.3-5.5	Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
2	Matter	7	Lab: Identifying Matter 2	5-PS1-1	Develop a model to describe that matter is made of particles too small to be seen.
2	Matter	7	Lab: Identifying Matter 2	5-PS1-3	Make observations and measurements to identify materials based on their properties.
2	Matter	7	Lab: Identifying Matter 2	5-PS1-4	Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
2	Matter	7	Lab: Identifying Matter 2	DCI.PS1.A.3-5.1	Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects.
2	Matter	7	Lab: Identifying Matter 2	DCI.PS1.A.3-5.3	Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.)
2	Matter	7	Lab: Identifying Matter 2	SEP.4.3-5.5	Use models to describe phenomena.
2	Matter	7	Lab: Identifying Matter 2	SEP.5.3-5.4	Support an argument with evidence, data, or a model.
2	Matter	7	Lab: Identifying Matter 2	SEP.7.3-5.1	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
2	Matter	7	Lab: Identifying Matter 2	SEP.7.3-5.5	Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
2	Matter	8	Review Matter	Multiple	All assessed standards covered in this unit

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2	Matter	9	Particles of Matter	3-5.AF.8.1 Read and comprehend grade-appropriate complex texts and/or other reliable media to summarize and obtain scientific and technical ideas and describe how they are supported by evidence.
2	Matter	10	Explaining Particles of Matter	5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen.
2	Matter	11	Gases	DCI.PS1.A.3-5.1 Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects.
2	Matter	12	Lab: Particles of Matter 1	5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen.
2	Matter	12	Lab: Particles of Matter 1	5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
2	Matter	12	Lab: Particles of Matter 1	SEP.11.2 Science explanations describe the mechanisms for natural events.
2	Matter	12	Lab: Particles of Matter 1	SEP.4.3-5.4 Develop a model to describe phenomena.
2	Matter	12	Lab: Particles of Matter 1	SEP.4.3-5.5 Use models to describe phenomena.
2	Matter	12	Lab: Particles of Matter 1	SEP.5.3-5.4 Support an argument with evidence, data, or a model.
2	Matter	12	Lab: Particles of Matter 1	SEP.7.3-5.5 Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
2	Matter	12	Lab: Particles of Matter 1	SEP.7.3-5.6 Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
2	Matter	13	Lab: Particles of Matter 2	5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen.
2	Matter	13	Lab: Particles of Matter 2	5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
2	Matter	13	Lab: Particles of Matter 2	SEP.11.2 Science explanations describe the mechanisms for natural events.
2	Matter	13	Lab: Particles of Matter 2	SEP.4.3-5.4 Develop a model to describe phenomena.
2	Matter	13	Lab: Particles of Matter 2	SEP.4.3-5.5 Use models to describe phenomena.
2	Matter	13	Lab: Particles of Matter 2	SEP.5.3-5.4 Support an argument with evidence, data, or a model.
2	Matter	13	Lab: Particles of Matter 2	SEP.7.3-5.5 Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
2	Matter	13	Lab: Particles of Matter 2	SEP.7.3-5.6 Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
2	Matter	14	Review Particles of Matter	Multiple All assessed standards covered in this unit
2	Matter	15	Changes in Matter	5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
2	Matter	15	Changes in Matter	CCC.2.3-5.5 Cause and effect relationships are routinely identified and used to explain change.
2	Matter	15	Changes in Matter	DCI.PS1.B.3-5.1 When two or more different substances are mixed, a new substance with different properties may be formed.
2	Matter	16	Chemical Reactions	CCC.2.3-5.5 Cause and effect relationships are routinely identified and used to explain change.
2	Matter	16	Chemical Reactions	DCI.PS1.B.3-5.1 When two or more different substances are mixed, a new substance with different properties may be formed.

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2	Matter	17	Conservation of Matter	5-PS1-2	Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
2	Matter	17	Conservation of Matter	CCC.2.3-5.4	Cause and effect relationships are routinely identified, tested, and used to explain change.
2	Matter	17	Conservation of Matter	CCC.2.3-5.5	Cause and effect relationships are routinely identified and used to explain change.
2	Matter	17	Conservation of Matter	DCI.PS1.A.3-5.2	The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish.
2	Matter	17	Conservation of Matter	DCI.PS1.B.3-5.2	No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.)
2	Matter	18	Lab: Chemical Reactions 1	5-PS1-2	Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
2	Matter	18	Lab: Chemical Reactions 1	DCI.PS1.B.3-5.1	When two or more different substances are mixed, a new substance with different properties may be formed.
2	Matter	19	Lab: Chemical Reactions 2	5-PS1-2	Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
2	Matter	19	Lab: Chemical Reactions 2	DCI.PS1.B.3-5.1	When two or more different substances are mixed, a new substance with different properties may be formed.
2	Matter	20	Review Changes in Matter	Multiple	All assessed standards covered in this unit
3	Organisms and Ecosystems	1	Plants and Energy	N/A	No grade-level state specific standards applicable for this lesson
3	Organisms and Ecosystems	2	Plant Growth	5-LS1-1	Support an argument that plants get the materials they need for growth chiefly from air and water.
3	Organisms and Ecosystems	2	Plant Growth	DCI.LS1.C.3-5.3	Plants acquire their material for growth chiefly from air and water.
3	Organisms and Ecosystems	3	Lab: Plant Growth 1	5-LS1-1	Support an argument that plants get the materials they need for growth chiefly from air and water.
3	Organisms and Ecosystems	3	Lab: Plant Growth 1	DCI.LS1.C.3-5.3	Plants acquire their material for growth chiefly from air and water.
3	Organisms and Ecosystems	4	Lab: Plant Growth 2	5-LS1-1	Support an argument that plants get the materials they need for growth chiefly from air and water.
3	Organisms and Ecosystems	4	Lab: Plant Growth 2	DCI.LS1.C.3-5.3	Plants acquire their material for growth chiefly from air and water.
3	Organisms and Ecosystems	5	Review Plant Growth	Multiple	All assessed standards covered in this unit
3	Organisms and Ecosystems	6	Energy in Food	3-5.AF.8.1	Read and comprehend grade-appropriate complex texts and/or other reliable media to summarize and obtain scientific and technical ideas and describe how they are supported by evidence.
3	Organisms and Ecosystems	6	Energy in Food	DCI.PS3.D.3-5.2	The energy released [from] food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water).
3	Organisms and Ecosystems	7	Animals and Food	5-PS3-1	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
3	Organisms and Ecosystems	7	Animals and Food	DCI.LS1.C.3-5.2	Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion.
3	Organisms and Ecosystems	7	Animals and Food	SEP.4.3-5.5	Use models to describe phenomena.
3	Organisms and Ecosystems	8	Producers, Consumers, and Decomposers	5-LS2-1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

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3	Organisms and Ecosystems	8	Producers, Consumers, and Decomposers	5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
3	Organisms and Ecosystems	8	Producers, Consumers, and Decomposers	CCC.5.3-5.2 Energy can be transferred in various ways and between objects.
3	Organisms and Ecosystems	8	Producers, Consumers, and Decomposers	DCI.LS2.A.3-5.3 The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.
3	Organisms and Ecosystems	8	Producers, Consumers, and Decomposers	DCI.PS3.D.3-5.2 The energy released [from] food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water).
3	Organisms and Ecosystems	8	Producers, Consumers, and Decomposers	SEP.4.3-5.5 Use models to describe phenomena.
3	Organisms and Ecosystems	9	Food Webs	5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
3	Organisms and Ecosystems	9	Food Webs	CCC.5.3-5.2 Energy can be transferred in various ways and between objects.
3	Organisms and Ecosystems	9	Food Webs	DCI.LS2.A.3-5.3 The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.
3	Organisms and Ecosystems	9	Food Webs	SEP.4.3-5.5 Use models to describe phenomena.
3	Organisms and Ecosystems	10	Energy from the Sun	5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
3	Organisms and Ecosystems	10	Energy from the Sun	CCC.5.3-5.2 Energy can be transferred in various ways and between objects.

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3	Organisms and Ecosystems	10	Energy from the Sun	DCI.LS2.A.3-5.3	The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.
3	Organisms and Ecosystems	10	Energy from the Sun	DCI.PS3.D.3-5.2	The energy released [from] food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water).
3	Organisms and Ecosystems	10	Energy from the Sun	SEP.4.3-5.4	Develop a model to describe phenomena.
3	Organisms and Ecosystems	10	Energy from the Sun	SEP.4.3-5.5	Use models to describe phenomena.
3	Organisms and Ecosystems	10	Energy from the Sun	SEP.4.3-5.6	Develop a model using an example to describe a scientific principle.
3	Organisms and Ecosystems	11	Review Energy and Food Webs	Multiple	All assessed standards covered in this unit
3	Organisms and Ecosystems	12	Healthy Ecosystems	3-5.AF.8.1	Read and comprehend grade-appropriate complex texts and/or other reliable media to summarize and obtain scientific and technical ideas and describe how they are supported by evidence.
3	Organisms and Ecosystems	12	Healthy Ecosystems	DCI.LS2.A.3-5.3	The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.
3	Organisms and Ecosystems	13	Invasive Species	N/A	No grade-level state specific standards applicable for this lesson
3	Organisms and Ecosystems	14	Cycling of Matter	CCC.5.3-5.2	Energy can be transferred in various ways and between objects.
3	Organisms and Ecosystems	14	Cycling of Matter	CCC.5.3-5.3	Matter is transported into, out of, and within systems.
3	Organisms and Ecosystems	14	Cycling of Matter	DCI.LS2.B.3-5.1	Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment.
3	Organisms and Ecosystems	15	Lab: Ecosystems 1	SEP.7.3-5.1	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
3	Organisms and Ecosystems	16	Lab: Ecosystems 2	SEP.7.3-5.1	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
3	Organisms and Ecosystems	17	Review Ecosystems	Multiple	All assessed standards covered in this unit
4	Earth	1	Gravity	3-5.AF.8.1	Read and comprehend grade-appropriate complex texts and/or other reliable media to summarize and obtain scientific and technical ideas and describe how they are supported by evidence.

4	Earth	1	Gravity	Attachment 28 - ACAD	DCI.PS2-1	Support an argument that the gravitational force exerted by Earth on objects is directed down.
4	Earth	1	Gravity		CCC.2.3-5.5	Cause and effect relationships are routinely identified and used to explain change.
4	Earth	1	Gravity		DCI.PS2.B.3-5.3	The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.
4	Earth	2	Earth is a Sphere		CCC.2.3-5.5	Cause and effect relationships are routinely identified and used to explain change.
4	Earth	3	Lab: Gravity 1		DCI.PS2.B.3-5.3	The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.
4	Earth	3	Lab: Gravity 1		SEP.7.3-5.6	Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
4	Earth	4	Lab: Gravity 2		DCI.PS2.B.3-5.3	The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.
4	Earth	4	Lab: Gravity 2		SEP.7.3-5.6	Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
4	Earth	5	Review Gravity and Earth		Multiple	All assessed standards covered in this unit
4	Earth	6	Earth's Systems		3-5.AF.8.1	Read and comprehend grade-appropriate complex texts and/or other reliable media to summarize and obtain scientific and technical ideas and describe how they are supported by evidence.
4	Earth	6	Earth's Systems		DCI.ESS2.A.3-5.3	Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.
4	Earth	7	How Earth's Systems Interact		5-ESS2-1	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
4	Earth	7	How Earth's Systems Interact		DCI.ESS2.A.3-5.3	Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.
4	Earth	8	Oceans		5-ESS2-2	Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
4	Earth	8	Oceans		DCI.ESS2.C.3-5.2	Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.
4	Earth	9	Fresh Water		5-ESS2-2	Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
4	Earth	9	Fresh Water		DCI.ESS2.C.3-5.2	Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.

4	Earth	9	Fresh Water	Attachment 28 - ACAD 2.5.2	Describe and graph quantities such as area and volume to address scientific questions.
4	Earth	10	Weather Patterns	CCC.11.3-5.3	Science assumes consistent patterns in natural systems.
4	Earth	10	Weather Patterns	SEP.11.2	Science explanations describe the mechanisms for natural events.
4	Earth	11	Lab: Earth's Systems 1	5-ESS2-1	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
4	Earth	11	Lab: Earth's Systems 1	5-ESS2-2	Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
4	Earth	11	Lab: Earth's Systems 1	DCI.ESS2.A.3-5.3	Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.
4	Earth	12	Lab: Earth's Systems 2	5-ESS2-1	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
4	Earth	12	Lab: Earth's Systems 2	5-ESS2-2	Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
4	Earth	12	Lab: Earth's Systems 2	DCI.ESS2.A.3-5.3	Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.
4	Earth	13	Review Earth's Systems	Multiple	All assessed standards covered in this unit
4	Earth	14	Human Activity and Earth	DCI.ESS3.C.3-5.2	Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.
4	Earth	14	Human Activity and Earth	DCI.ETS1.B.3-5.3	At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.
4	Earth	15	Protecting Earth	5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
4	Earth	15	Protecting Earth	DCI.ESS3.C.3-5.2	Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.
4	Earth	15	Protecting Earth	SEP.6.3-5.2	Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.
4	Earth	16	Lab: Protecting Earth 1	3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

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4	Earth	16	Lab: Protecting Earth 1	DCI.ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
4	Earth	16	Lab: Protecting Earth 1	5-PS3-1	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
4	Earth	16	Lab: Protecting Earth 1	DCI.ESS3.C.3-5.2	Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.
4	Earth	16	Lab: Protecting Earth 1	DCI.ETS1.A.3-5.1	Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.
4	Earth	16	Lab: Protecting Earth 1	DCI.ETS1.C.3-5.2	Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.
4	Earth	16	Lab: Protecting Earth 1	SEP.2.3-5.4	Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.
4	Earth	16	Lab: Protecting Earth 1	SEP.5.3-5.4	Support an argument with evidence, data, or a model.
4	Earth	16	Lab: Protecting Earth 1	SEP.7.3-5.1	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
4	Earth	16	Lab: Protecting Earth 1	SEP.7.3-5.5	Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
4	Earth	16	Lab: Protecting Earth 1	SEP.7.3-5.6	Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
4	Earth	17	Lab: Protecting Earth 2	3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
4	Earth	17	Lab: Protecting Earth 2	5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
4	Earth	17	Lab: Protecting Earth 2	5-PS3-1	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
4	Earth	17	Lab: Protecting Earth 2	DCI.ESS3.C.3-5.2	Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.
4	Earth	17	Lab: Protecting Earth 2	DCI.ETS1.A.3-5.1	Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.
4	Earth	17	Lab: Protecting Earth 2	DCI.ETS1.C.3-5.2	Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.

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4	Earth	17	Lab: Protecting Earth 2	SEP.2.3-5.4	Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.
4	Earth	17	Lab: Protecting Earth 2	SEP.5.3-5.4	Support an argument with evidence, data, or a model.
4	Earth	17	Lab: Protecting Earth 2	SEP.7.3-5.1	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
4	Earth	17	Lab: Protecting Earth 2	SEP.7.3-5.5	Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
4	Earth	17	Lab: Protecting Earth 2	SEP.7.3-5.6	Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
4	Earth	18	Review Humans and Earth	Multiple	All assessed standards covered in this unit
5	Beyond Earth	1	Brightness and Distance	5-ESS1-1	Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.
5	Beyond Earth	2	The Sun	5-ESS1-1	Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.
5	Beyond Earth	2	The Sun	DCI.ESS1.A.3-5.2	The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth.
5	Beyond Earth	3	Stars	5-ESS1-1	Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.
5	Beyond Earth	3	Stars	5-ESS1-2	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
5	Beyond Earth	3	Stars	DCI.ESS1.A.3-5.2	The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth.
5	Beyond Earth	3	Stars	DCI.ESS1.B.3-5.2	The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year.
5	Beyond Earth	4	Review the Sun and Stars	Multiple	All assessed standards covered in this unit
5	Beyond Earth	5	Earth, Moon, and Sun	5-ESS1-2	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
5	Beyond Earth	5	Earth, Moon, and Sun	CCC.11.3-5.3	Science assumes consistent patterns in natural systems.
5	Beyond Earth	5	Earth, Moon, and Sun	DCI.ESS1.B.3-5.2	The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year.
5	Beyond Earth	6	Sunrise and Sunset	CCC.1.3-5.9	Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena.

5	Beyond Earth	6	Sunrise and Sunset	Attachment 28 - ACAD 3-5.5	Cause and effect relationships are routinely identified and used to explain change.
5	Beyond Earth	6	Sunrise and Sunset	DCI.ESS1.B.3-5.2	The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year.
5	Beyond Earth	7	Shadows	5-ESS1-2	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
5	Beyond Earth	8	Star Patterns	5-ESS1-2	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
5	Beyond Earth	9	Earth's Rotation and Orbit	CCC.2.3-5.5	Cause and effect relationships are routinely identified and used to explain change.
5	Beyond Earth	9	Earth's Rotation and Orbit	DCI.ESS1.B.3-5.2	The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year.
5	Beyond Earth	10	Lab: Earth, Moon, and Sun 1	5-ESS1-2	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
5	Beyond Earth	10	Lab: Earth, Moon, and Sun 1	CCC.2.3-5.5	Cause and effect relationships are routinely identified and used to explain change.
5	Beyond Earth	10	Lab: Earth, Moon, and Sun 1	DCI.ESS1.B.3-5.2	The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year.
5	Beyond Earth	10	Lab: Earth, Moon, and Sun 1	SEP.11.2	Science explanations describe the mechanisms for natural events.
5	Beyond Earth	11	Lab: Earth, Moon, and Sun 2	5-ESS1-2	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
5	Beyond Earth	11	Lab: Earth, Moon, and Sun 2	CCC.2.3-5.5	Cause and effect relationships are routinely identified and used to explain change.
5	Beyond Earth	11	Lab: Earth, Moon, and Sun 2	DCI.ESS1.B.3-5.2	The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year.
5	Beyond Earth	11	Lab: Earth, Moon, and Sun 2	SEP.11.2	Science explanations describe the mechanisms for natural events.
5	Beyond Earth	12	Review Earth, Moon, and Sun	Multiple	All assessed standards covered in this unit



Next Generation Science Standards for Middle School Earth and Space Science
Attachment 28 - ACAU
Compared to SCI06DE3 Summit MS Earth Science



Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Earth's Surface	1	Introduction to Science	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	1	Earth's Surface	1	Introduction to Science	6-8.AH.1.2	Science investigations are guided by a set of values to ensure accuracy of measurements, observations, and objectivity of findings.
A	1	Earth's Surface	1	Introduction to Science	CCC.1.6-8.13	Graphs, charts, and images can be used to identify patterns in data.
A	1	Earth's Surface	1	Introduction to Science	CCC.11.6-8.4	Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.
A	1	Earth's Surface	1	Introduction to Science	CCC.9.6-8.4	Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.
A	1	Earth's Surface	1	Introduction to Science	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
A	1	Earth's Surface	1	Introduction to Science	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	1	Earth's Surface	1	Introduction to Science	SEP.2.6-8.2	Ask questions to identify and clarify evidence of an argument.
A	1	Earth's Surface	1	Introduction to Science	SEP.7.6-8.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
A	1	Earth's Surface	2	Science and Engineering Practices	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	1	Earth's Surface	2	Science and Engineering Practices	6-8.AF.4.1	Construct, analyze, and/or interpret graphical displays of data and/or large data sets to identify linear and nonlinear relationships.
A	1	Earth's Surface	2	Science and Engineering Practices	6-8.AF.4.6	Consider limitations of data analysis (e.g., measurement error), and/or seek to improve precision and accuracy of data with better technological tools and methods (e.g., multiple trials).
A	1	Earth's Surface	2	Science and Engineering Practices	CCC.1.6-8.11	Graphs and charts can be used to identify patterns in data.
A	1	Earth's Surface	2	Science and Engineering Practices	CCC.1.6-8.13	Graphs, charts, and images can be used to identify patterns in data.
A	1	Earth's Surface	2	Science and Engineering Practices	CCC.11.6-8.4	Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.
A	1	Earth's Surface	2	Science and Engineering Practices	CCC.9.6-8.4	Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.
A	1	Earth's Surface	2	Science and Engineering Practices	SEP.1.6-8.4	Analyze displays of data to identify linear and nonlinear relationships.
A	1	Earth's Surface	2	Science and Engineering Practices	SEP.2.6-8.2	Ask questions to identify and clarify evidence of an argument.
A	1	Earth's Surface	2	Science and Engineering Practices	SEP.5.6-8.1	Construct and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
A	1	Earth's Surface	2	Science and Engineering Practices	SEP.7.6-8.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.

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A	1	Earth's Surface	3	Physical Systems and Models	6-8.AG.3.1	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	1	Earth's Surface	3	Physical Systems and Models	6-8.AG.4.1	Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems.
A	1	Earth's Surface	3	Physical Systems and Models	6-8.AG.4.3	Models are limited in that they only represent certain aspects of the system under study.
A	1	Earth's Surface	3	Physical Systems and Models	6-8.AH.3.1	Scientific explanations are subject to revision and improvement in light of new evidence.
A	1	Earth's Surface	3	Physical Systems and Models	6-8.AH.3.3	Science findings are frequently revised and/or reinterpreted based on new evidence.
A	1	Earth's Surface	4	Introduction to Earth Science	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
A	1	Earth's Surface	5	Spheres of the Earth	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
A	1	Earth's Surface	6	Classify Earth's Spheres	6-8.AF.6.2	Construct an explanation using models or representations.
A	1	Earth's Surface	7	Mapping the Earth	6-8.AF.4.2	Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify temporal and spatial relationships.
A	1	Earth's Surface	8	Map Earth's Physical Features	6-8.AF.4.2	Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify temporal and spatial relationships.
A	1	Earth's Surface	8	Map Earth's Physical Features	6-8.AG.1.4	Graphs, charts, and images can be used to identify patterns in data.
A	1	Earth's Surface	9	Topographic Maps	6-8.AF.4.2	Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify temporal and spatial relationships.
A	1	Earth's Surface	10	Digital Maps	6-8.AF.4.2	Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify temporal and spatial relationships.
A	1	Earth's Surface	10	Digital Maps	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
A	1	Earth's Surface	11	Making a Map	6-8.AF.4.2	Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify temporal and spatial relationships.
A	1	Earth's Surface	12	Weathering	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	1	Earth's Surface	12	Weathering	DCI.ESS2.C.6-8.7	Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations.
A	1	Earth's Surface	12	Weathering	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
A	1	Earth's Surface	13	Weathering in Action	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	1	Earth's Surface	13	Weathering in Action	DCI.ESS2.C.6-8.7	Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations.
A	1	Earth's Surface	13	Weathering in Action	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

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A	1	Earth's Surface	14	Erosion	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	1	Earth's Surface	14	Erosion	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
A	1	Earth's Surface	15	Managing Erosion	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	1	Earth's Surface	15	Managing Erosion	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
A	1	Earth's Surface	16	Transportation and Deposition	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	1	Earth's Surface	16	Transportation and Deposition	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
A	1	Earth's Surface	17	Soils of the Earth	MS-ESS3-1	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
A	1	Earth's Surface	18	Soil	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	6-8.AF.2.7	Develop a model to describe unobservable mechanisms.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	6-8.AF.6.2	Construct an explanation using models or representations.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	6-8.AF.6.4	Apply scientific ideas, principles, and/or evidence to construct, revise and/or use an explanation for real-world phenomena, examples, or events.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	6-8.AG.3.1	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	CCC.1.6-8.12	Patterns can be used to identify cause and effect relationships.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	CCC.1.6-8.13	Graphs, charts, and images can be used to identify patterns in data.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	CCC.1.6-8.14	Patterns in rates of change and other numerical relationships can provide information about natural systems.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	CCC.2.6-8.6	Cause and effect relationships may be used to predict phenomena in natural or designed systems.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	CCC.3.6-8.5	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	CCC.5.6-8.9	Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	CCC.7.6-8.4	Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and processes at different scales, including the atomic scale.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	CCC.7.6-8.5	Stability might be disturbed either by sudden events or gradual changes that accumulate over time.

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A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	DCI.ESS2.A.6-8.4	All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	DCI.ESS2.C.6-8.7	Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	DCI.ESS3.A.6-8.3	Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	SEP.1.6-8.3	Analyze and interpret data to provide evidence for phenomena.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	SEP.10.1	Science findings are frequently revised and/or reinterpreted based on new evidence.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	SEP.3.6-8.7	Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	SEP.4.6-8.3	Develop and use a model to describe phenomena.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	SEP.4.6-8.4	Develop a model to describe phenomena.
A	1	Earth's Surface	19	Laboratory: Earth's Surface Processes 1	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	6-8.AF.6.2	Construct an explanation using models or representations.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	6-8.AF.6.4	Apply scientific ideas, principles, and/or evidence to construct, revise and/or use an explanation for real-world phenomena, examples, or events.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	6-8.AG.3.1	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	CCC.1.6-8.12	Patterns can be used to identify cause and effect relationships.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	CCC.1.6-8.13	Graphs, charts, and images can be used to identify patterns in data.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	CCC.1.6-8.14	Patterns in rates of change and other numerical relationships can provide information about natural systems.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	CCC.2.6-8.6	Cause and effect relationships may be used to predict phenomena in natural or designed systems.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	CCC.3.6-8.5	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	CCC.5.6-8.9	Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter.

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A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	CCC.7.6-8.4	Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and processes at different scales, including the atomic scale.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	CCC.7.6-8.5	Stability might be disturbed either by sudden events or gradual changes that accumulate over time.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	DCI.ESS2.A.6-8.4	All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	DCI.ESS2.C.6-8.7	Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	DCI.ESS3.A.6-8.3	Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	SEP.1.6-8.3	Analyze and interpret data to provide evidence for phenomena.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	SEP.10.1	Science findings are frequently revised and/or reinterpreted based on new evidence.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	SEP.3.6-8.7	Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	SEP.4.6-8.3	Develop and use a model to describe phenomena.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	SEP.4.6-8.4	Develop a model to describe phenomena.
A	1	Earth's Surface	20	Laboratory: Earth's Surface Processes 2	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
A	1	Earth's Surface	21	Unit Review	Multiple	All assessed standards covered in this unit
A	1	Earth's Surface	22	Unit Test	Multiple	All assessed standards covered in this unit
A	2	Rocks and Minerals	1	Rocks and Minerals	MS-ESS2-1	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
A	2	Rocks and Minerals	2	Minerals and Crystals	DCI.PS1.A.6-8.5	Solids may be formed from molecules, or they may be extended structures with repeating subunits
A	2	Rocks and Minerals	3	Properties of Minerals and Crystals	AG.6	The way an object is shaped or structured determines many of its properties and functions.
A	2	Rocks and Minerals	3	Properties of Minerals and Crystals	DCI.PS1.A.6-8.2	Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.
A	2	Rocks and Minerals	4	Mineral Classes	AG.6	The way an object is shaped or structured determines many of its properties and functions.

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A	2	Rocks and Minerals	4	Mineral Classes	DCI.PS1.A.6-8.2	Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.
A	2	Rocks and Minerals	5	Mineral Identification	AG.6	The way an object is shaped or structured determines many of its properties and functions.
A	2	Rocks and Minerals	5	Mineral Identification	DCI.PS1.A.6-8.2	Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.
A	2	Rocks and Minerals	6	Igneous Rocks	MS-ESS2-1	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
A	2	Rocks and Minerals	7	Sedimentary Rocks	MS-ESS2-1	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
A	2	Rocks and Minerals	8	Metamorphic Rocks	MS-ESS2-1	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
A	2	Rocks and Minerals	9	The Rock Cycle	CCC.4.6-8.3	Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems.
A	2	Rocks and Minerals	9	The Rock Cycle	CCC.5.6-8.9	Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter.
A	2	Rocks and Minerals	9	The Rock Cycle	DCI.ESS2.A.6-8.4	All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms.
A	2	Rocks and Minerals	9	The Rock Cycle	MS-ESS2-1	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
A	2	Rocks and Minerals	10	Laboratory: Rock Cycle 1	CCC.4.6-8.3	Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems.
A	2	Rocks and Minerals	10	Laboratory: Rock Cycle 1	CCC.5.6-8.9	Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter.
A	2	Rocks and Minerals	10	Laboratory: Rock Cycle 1	CCC.7.6-8.4	Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and processes at different scales, including the atomic scale.
A	2	Rocks and Minerals	10	Laboratory: Rock Cycle 1	DCI.ESS2.A.6-8.4	All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms.
A	2	Rocks and Minerals	10	Laboratory: Rock Cycle 1	MS-ESS2-1	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
A	2	Rocks and Minerals	10	Laboratory: Rock Cycle 1	SEP.4.6-8.3	Develop and use a model to describe phenomena.
A	2	Rocks and Minerals	10	Laboratory: Rock Cycle 1	SEP.4.6-8.4	Develop a model to describe phenomena.
A	2	Rocks and Minerals	11	Laboratory: Rock Cycle 2	CCC.4.6-8.3	Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems.
A	2	Rocks and Minerals	11	Laboratory: Rock Cycle 2	CCC.5.6-8.9	Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter.
A	2	Rocks and Minerals	11	Laboratory: Rock Cycle 2	CCC.7.6-8.4	Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and processes at different scales, including the atomic scale.

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A	2	Rocks and Minerals	11	Laboratory: Rock Cycle 2	DCI.ESS2.A.6-8.4	All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms.
A	2	Rocks and Minerals	11	Laboratory: Rock Cycle 2	MS-ESS2-1	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
A	2	Rocks and Minerals	11	Laboratory: Rock Cycle 2	SEP.4.6-8.3	Develop and use a model to describe phenomena.
A	2	Rocks and Minerals	11	Laboratory: Rock Cycle 2	SEP.4.6-8.4	Develop a model to describe phenomena.
A	2	Rocks and Minerals	12	Meteorites	MS-ESS3-1	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
A	2	Rocks and Minerals	13	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	2	Rocks and Minerals	14	Unit Review	Multiple	All assessed standards covered in this unit
A	2	Rocks and Minerals	15	Unit Test	Multiple	All assessed standards covered in this unit
A	3	Geologic History	1	Geologic History	DCI.ESS1.C.6-8.3	The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale.
A	3	Geologic History	2	Steno's Principles	MS-ESS1-4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
A	3	Geologic History	3	Fossil Succession	MS-ESS1-4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
A	3	Geologic History	4	Linking Past and Present	MS-ESS1-4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
A	3	Geologic History	5	Rates of Geological Processes	MS-ESS1-4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
A	3	Geologic History	6	Records in Rocks	DCI.ESS1.C.6-8.3	The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale.
A	3	Geologic History	6	Records in Rocks	MS-ESS1-4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
A	3	Geologic History	7	Rock Record	DCI.ESS1.C.6-8.3	The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale.
A	3	Geologic History	7	Rock Record	MS-ESS1-4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
A	3	Geologic History	7	Rock Record	MS-LS4-1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

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A	3	Geologic History	8	Fossils	MS-ESS1-4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
A	3	Geologic History	8	Fossils	MS-LS4-1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
A	3	Geologic History	9	Environments of Long Ago	MS-ESS1-4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
A	3	Geologic History	10	Index Fossils	MS-ESS1-4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
A	3	Geologic History	10	Index Fossils	MS-LS4-1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
A	3	Geologic History	11	Earth's Age	MS-ESS1-4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
A	3	Geologic History	12	Journey Through Geologic Time	CCC.1.6-8.13	Graphs, charts, and images can be used to identify patterns in data.
A	3	Geologic History	12	Journey Through Geologic Time	CCC.1.6-8.14	Patterns in rates of change and other numerical relationships can provide information about natural systems.
A	3	Geologic History	12	Journey Through Geologic Time	CCC.3.6-8.5	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	3	Geologic History	12	Journey Through Geologic Time	DCI.ESS1.C.6-8.3	The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale.
A	3	Geologic History	12	Journey Through Geologic Time	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	3	Geologic History	12	Journey Through Geologic Time	DCI.LS4.A.6-8.3	The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth.
A	3	Geologic History	12	Journey Through Geologic Time	MS-ESS1-4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
A	3	Geologic History	13	Laboratory: Reconstruct Geologic History 1	6-8.AG.1.4	Graphs, charts, and images can be used to identify patterns in data.
A	3	Geologic History	13	Laboratory: Reconstruct Geologic History 1	6-8.AG.3.1	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	3	Geologic History	13	Laboratory: Reconstruct Geologic History 1	CCC.1.6-8.13	Graphs, charts, and images can be used to identify patterns in data.
A	3	Geologic History	13	Laboratory: Reconstruct Geologic History 1	CCC.3.6-8.5	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	3	Geologic History	13	Laboratory: Reconstruct Geologic History 1	DCI.ESS1.C.6-8.3	The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale.

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A	3	Geologic History	13	Laboratory: Reconstruct Geologic History 1	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	3	Geologic History	13	Laboratory: Reconstruct Geologic History 1	DCI.LS4.A.6-8.3	The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth.
A	3	Geologic History	13	Laboratory: Reconstruct Geologic History 1	MS-ESS1-4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
A	3	Geologic History	13	Laboratory: Reconstruct Geologic History 1	SEP.3.6-8.7	Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
A	3	Geologic History	14	Laboratory: Reconstruct Geologic History 2	6-8.AG.1.4	Graphs, charts, and images can be used to identify patterns in data.
A	3	Geologic History	14	Laboratory: Reconstruct Geologic History 2	6-8.AG.3.1	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	3	Geologic History	14	Laboratory: Reconstruct Geologic History 2	CCC.1.6-8.13	Graphs, charts, and images can be used to identify patterns in data.
A	3	Geologic History	14	Laboratory: Reconstruct Geologic History 2	CCC.3.6-8.5	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	3	Geologic History	14	Laboratory: Reconstruct Geologic History 2	DCI.ESS1.C.6-8.3	The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale.
A	3	Geologic History	14	Laboratory: Reconstruct Geologic History 2	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	3	Geologic History	14	Laboratory: Reconstruct Geologic History 2	DCI.LS4.A.6-8.3	The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth.
A	3	Geologic History	14	Laboratory: Reconstruct Geologic History 2	MS-ESS1-4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
A	3	Geologic History	14	Laboratory: Reconstruct Geologic History 2	SEP.3.6-8.7	Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
A	3	Geologic History	15	Unit Review	Multiple	All assessed standards covered in this unit
A	3	Geologic History	16	Unit Test	Multiple	All assessed standards covered in this unit
A	4	Plate Tectonics	1	Plate Tectonics	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	4	Plate Tectonics	1	Plate Tectonics	DCI.ESS2.B.6-8.3	Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart.

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A	4	Plate Tectonics	1	Plate Tectonics	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
A	4	Plate Tectonics	1	Plate Tectonics	MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
A	4	Plate Tectonics	2	Earth's Interior	MS-ESS2-1	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
A	4	Plate Tectonics	2	Earth's Interior	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
A	4	Plate Tectonics	3	Mapping Earth's Interior	MS-PS4-2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
A	4	Plate Tectonics	4	Continental Drift	DCI.ESS2.B.6-8.3	Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart.
A	4	Plate Tectonics	4	Continental Drift	MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
A	4	Plate Tectonics	5	Supercontinent	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	4	Plate Tectonics	5	Supercontinent	DCI.ESS2.B.6-8.3	Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart.
A	4	Plate Tectonics	5	Supercontinent	MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
A	4	Plate Tectonics	6	Seafloor Geography	DCI.ESS1.C.6-8.4	Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches.
A	4	Plate Tectonics	6	Seafloor Geography	DCI.ESS2.B.6-8.3	Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart.
A	4	Plate Tectonics	6	Seafloor Geography	MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
A	4	Plate Tectonics	7	Seafloor Spreading	DCI.ESS1.C.6-8.4	Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches.
A	4	Plate Tectonics	7	Seafloor Spreading	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	4	Plate Tectonics	7	Seafloor Spreading	DCI.ESS2.B.6-8.3	Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart.
A	4	Plate Tectonics	7	Seafloor Spreading	MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
A	4	Plate Tectonics	8	Calculating Seafloor Spreading	CCC.1.6-8.13	Graphs, charts, and images can be used to identify patterns in data.
A	4	Plate Tectonics	8	Calculating Seafloor Spreading	CCC.1.6-8.14	Patterns in rates of change and other numerical relationships can provide information about natural systems.
A	4	Plate Tectonics	8	Calculating Seafloor Spreading	CCC.3.6-8.5	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.

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A	4	Plate Tectonics	8	Calculating Seafloor Spreading	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	4	Plate Tectonics	8	Calculating Seafloor Spreading	DCI.ESS2.B.6-8.3	Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart.
A	4	Plate Tectonics	8	Calculating Seafloor Spreading	MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
A	4	Plate Tectonics	9	Moving Plates	CCC.1.6-8.13	Graphs, charts, and images can be used to identify patterns in data.
A	4	Plate Tectonics	9	Moving Plates	CCC.1.6-8.14	Patterns in rates of change and other numerical relationships can provide information about natural systems.
A	4	Plate Tectonics	9	Moving Plates	CCC.3.6-8.5	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	4	Plate Tectonics	9	Moving Plates	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	4	Plate Tectonics	9	Moving Plates	DCI.ESS2.B.6-8.3	Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart.
A	4	Plate Tectonics	9	Moving Plates	MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
A	4	Plate Tectonics	10	Earth's Plates	DCI.ESS2.B.6-8.3	Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart.
A	4	Plate Tectonics	10	Earth's Plates	MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
A	4	Plate Tectonics	11	Energy of Convection	MS-ESS2-1	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
A	4	Plate Tectonics	12	Sources of Plate Motion	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
A	4	Plate Tectonics	13	Plates Boundaries Part 1	MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
A	4	Plate Tectonics	14	Plates Boundaries Part 2	MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
A	4	Plate Tectonics	15	Plates and Structural Geography	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	4	Plate Tectonics	16	Laboratory: Evidence of Plate Motion 1	6-8.AF.2.6	Develop and/or use a model to predict and/or describe phenomena.
A	4	Plate Tectonics	16	Laboratory: Evidence of Plate Motion 1	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.

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A	4	Plate Tectonics	16	Laboratory: Evidence of Plate Motion 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
A	4	Plate Tectonics	16	Laboratory: Evidence of Plate Motion 1	6-8.AF.4.1	Construct, analyze, and/or interpret graphical displays of data and/or large data sets to identify linear and nonlinear relationships.
A	4	Plate Tectonics	16	Laboratory: Evidence of Plate Motion 1	6-8.AF.4.2	Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify temporal and spatial relationships.
A	4	Plate Tectonics	16	Laboratory: Evidence of Plate Motion 1	6-8.AF.6.4	Apply scientific ideas, principles, and/or evidence to construct, revise and/or use an explanation for real-world phenomena, examples, or events.
A	4	Plate Tectonics	16	Laboratory: Evidence of Plate Motion 1	CCC.1.6-8.11	Graphs and charts can be used to identify patterns in data.
A	4	Plate Tectonics	16	Laboratory: Evidence of Plate Motion 1	DCI.ESS1.C.6-8.4	Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches.
A	4	Plate Tectonics	16	Laboratory: Evidence of Plate Motion 1	DCI.ESS2.B.6-8.3	Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart.
A	4	Plate Tectonics	16	Laboratory: Evidence of Plate Motion 1	MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
A	4	Plate Tectonics	16	Laboratory: Evidence of Plate Motion 1	SEP.1.6-8.3	Analyze and interpret data to provide evidence for phenomena.
A	4	Plate Tectonics	16	Laboratory: Evidence of Plate Motion 1	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
A	4	Plate Tectonics	16	Laboratory: Evidence of Plate Motion 1	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
A	4	Plate Tectonics	17	Laboratory: Evidence of Plate Motion 2	6-8.AF.2.6	Develop and/or use a model to predict and/or describe phenomena.
A	4	Plate Tectonics	17	Laboratory: Evidence of Plate Motion 2	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	4	Plate Tectonics	17	Laboratory: Evidence of Plate Motion 2	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
A	4	Plate Tectonics	17	Laboratory: Evidence of Plate Motion 2	6-8.AF.4.1	Construct, analyze, and/or interpret graphical displays of data and/or large data sets to identify linear and nonlinear relationships.
A	4	Plate Tectonics	17	Laboratory: Evidence of Plate Motion 2	6-8.AF.4.2	Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify temporal and spatial relationships.
A	4	Plate Tectonics	17	Laboratory: Evidence of Plate Motion 2	6-8.AF.6.4	Apply scientific ideas, principles, and/or evidence to construct, revise and/or use an explanation for real-world phenomena, examples, or events.
A	4	Plate Tectonics	17	Laboratory: Evidence of Plate Motion 2	CCC.1.6-8.11	Graphs and charts can be used to identify patterns in data.
A	4	Plate Tectonics	17	Laboratory: Evidence of Plate Motion 2	DCI.ESS1.C.6-8.4	Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches.
A	4	Plate Tectonics	17	Laboratory: Evidence of Plate Motion 2	DCI.ESS2.B.6-8.3	Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart.
A	4	Plate Tectonics	17	Laboratory: Evidence of Plate Motion 2	MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
A	4	Plate Tectonics	17	Laboratory: Evidence of Plate Motion 2	SEP.1.6-8.3	Analyze and interpret data to provide evidence for phenomena.

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A	4	Plate Tectonics	17	Laboratory: Evidence of Plate Motion 2	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
A	4	Plate Tectonics	17	Laboratory: Evidence of Plate Motion 2	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
A	4	Plate Tectonics	18	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	4	Plate Tectonics	19	Unit Review	Multiple	All assessed standards covered in this unit
A	4	Plate Tectonics	20	Unit Test	Multiple	All assessed standards covered in this unit
A	5	Forces Shaping Earth's Surface	1	Forces Shaping Earth's Surface	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	5	Forces Shaping Earth's Surface	1	Forces Shaping Earth's Surface	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
A	5	Forces Shaping Earth's Surface	2	Landforms	6-8.AF.4.2	Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify temporal and spatial relationships.
A	5	Forces Shaping Earth's Surface	2	Landforms	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	5	Forces Shaping Earth's Surface	2	Landforms	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
A	5	Forces Shaping Earth's Surface	3	Volcanos	DCI.ESS3.B.6-8.4	Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events.
A	5	Forces Shaping Earth's Surface	3	Volcanos	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
A	5	Forces Shaping Earth's Surface	3	Volcanos	MS-ESS3-2	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
A	5	Forces Shaping Earth's Surface	4	Folding and Faulting	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	5	Forces Shaping Earth's Surface	4	Folding and Faulting	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
A	5	Forces Shaping Earth's Surface	4	Folding and Faulting	MS-ESS3-2	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
A	5	Forces Shaping Earth's Surface	5	Too Much Stress	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.

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A	5	Forces Shaping Earth's Surface	5	Too Much Stress	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
A	5	Forces Shaping Earth's Surface	5	Too Much Stress	MS-ESS3-2	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
A	5	Forces Shaping Earth's Surface	6	Earthquakes	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	5	Forces Shaping Earth's Surface	6	Earthquakes	DCI.ESS3.B.6-8.4	Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events.
A	5	Forces Shaping Earth's Surface	6	Earthquakes	MS-ESS3-2	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
A	5	Forces Shaping Earth's Surface	7	Locating the Epicenter	6-8.AF.4.2	Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify temporal and spatial relationships.
A	5	Forces Shaping Earth's Surface	7	Locating the Epicenter	6-8.AF.6.5	Apply scientific reasoning to show why the data or evidence is adequate for the explanation or conclusion.
A	5	Forces Shaping Earth's Surface	7	Locating the Epicenter	MS-ESS3-2	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
A	5	Forces Shaping Earth's Surface	8	Using Seismographs	6-8.AH.1.1	Science investigations use a variety of methods and tools to make measurements and observations.
A	5	Forces Shaping Earth's Surface	8	Using Seismographs	MS-ESS3-2	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
A	5	Forces Shaping Earth's Surface	9	Tsunamis	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	5	Forces Shaping Earth's Surface	9	Tsunamis	DCI.ESS3.B.6-8.4	Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events.
A	5	Forces Shaping Earth's Surface	9	Tsunamis	MS-ESS3-2	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
A	5	Forces Shaping Earth's Surface	10	Hurricanes	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	5	Forces Shaping Earth's Surface	10	Hurricanes	DCI.ESS3.B.6-8.4	Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events.
A	5	Forces Shaping Earth's Surface	10	Hurricanes	MS-ESS3-2	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
A	5	Forces Shaping Earth's Surface	11	Floods and Landslides	DCI.ESS3.B.6-8.4	Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events.
A	5	Forces Shaping Earth's Surface	11	Floods and Landslides	MS-ESS3-2	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

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A	5	Forces Shaping Earth's Surface	12	Tornadoes	MS-ESS3-2	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	6-8.AF.1.2	Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.
A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	6-8.AF.2.3	Use and/or develop a model of simple systems with uncertain and less predictable factors.
A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	6-8.AF.4.7	Analyze and interpret data to determine similarities and differences in findings.
A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	6-8.AF.6.6	Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system.
A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	6-8.AF.6.7	Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.
A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	6-8.AF.7.2	Respectfully provide and receive critiques about one's explanations, procedures, models, and questions by citing relevant evidence and posing and responding to questions that elicit pertinent elaboration and detail.
A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	6-8.AG.1.4	Graphs, charts, and images can be used to identify patterns in data.
A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	6-8.AG.6.2	Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.
A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	DCI.ESS3.B.6-8.4	Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events.
A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	DCI.ETS1.B.6-8.10	Models of all kinds are important for testing solutions.
A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	DCI.ETS1.B.6-8.7	A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem.
A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

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A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	SEP.1.6-8.1	Analyze and interpret data to determine similarities and differences in findings.
A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	SEP.2.6-8.3	Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.
A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	SEP.3.6-8.8	Apply scientific principles to design an object, tool, process or system.
A	5	Forces Shaping Earth's Surface	13	Laboratory: Natural Hazards 1	SEP.5.6-8.5	Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
A	5	Forces Shaping Earth's Surface	14	Laboratory: Natural Hazards 2	6-8.AF.1.2	Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.
A	5	Forces Shaping Earth's Surface	14	Laboratory: Natural Hazards 2	6-8.AF.2.3	Use and/or develop a model of simple systems with uncertain and less predictable factors.
A	5	Forces Shaping Earth's Surface	14	Laboratory: Natural Hazards 2	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
A	5	Forces Shaping Earth's Surface	14	Laboratory: Natural Hazards 2	6-8.AF.4.7	Analyze and interpret data to determine similarities and differences in findings.
A	5	Forces Shaping Earth's Surface	14	Laboratory: Natural Hazards 2	6-8.AF.6.6	Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system.
A	5	Forces Shaping Earth's Surface	14	Laboratory: Natural Hazards 2	6-8.AF.6.7	Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.
A	5	Forces Shaping Earth's Surface	14	Laboratory: Natural Hazards 2	6-8.AF.7.2	Respectfully provide and receive critiques about one's explanations, procedures, models, and questions by citing relevant evidence and posing and responding to questions that elicit pertinent elaboration and detail.
A	5	Forces Shaping Earth's Surface	14	Laboratory: Natural Hazards 2	6-8.AG.1.4	Graphs, charts, and images can be used to identify patterns in data.
A	5	Forces Shaping Earth's Surface	14	Laboratory: Natural Hazards 2	6-8.AG.6.2	Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.
A	5	Forces Shaping Earth's Surface	14	Laboratory: Natural Hazards 2	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
A	5	Forces Shaping Earth's Surface	14	Laboratory: Natural Hazards 2	DCI.ESS3.B.6-8.4	Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events.
A	5	Forces Shaping Earth's Surface	14	Laboratory: Natural Hazards 2	DCI.ETS1.B.6-8.10	Models of all kinds are important for testing solutions.
A	5	Forces Shaping Earth's Surface	14	Laboratory: Natural Hazards 2	DCI.ETS1.B.6-8.7	A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem.
A	5	Forces Shaping Earth's Surface	14	Laboratory: Natural Hazards 2	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
A	5	Forces Shaping Earth's Surface	14	Laboratory: Natural Hazards 2	MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

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A	5	Forces Shaping Earth's Surface	14	Laboratory: Natural Hazards 2	MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
A	5	Forces Shaping Earth's Surface	14	Laboratory: Natural Hazards 2	MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
A	5	Forces Shaping Earth's Surface	14	Laboratory: Natural Hazards 2	SEP.1.6-8.1	Analyze and interpret data to determine similarities and differences in findings.
A	5	Forces Shaping Earth's Surface	14	Laboratory: Natural Hazards 2	SEP.3.6-8.8	Apply scientific principles to design an object, tool, process or system.
A	5	Forces Shaping Earth's Surface	14	Laboratory: Natural Hazards 2	SEP.5.6-8.5	Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
A	5	Forces Shaping Earth's Surface	15	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	5	Forces Shaping Earth's Surface	16	Unit Review	Multiple	All assessed standards covered in this unit
A	5	Forces Shaping Earth's Surface	17	Unit Test	Multiple	All assessed standards covered in this unit
B	1	Weather and Climate	1	Weather and Climate	MS-ESS2-5	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
B	1	Weather and Climate	1	Weather and Climate	MS-ESS2-6	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
B	1	Weather and Climate	2	Layers of the Atmosphere	DCI.ESS2.C.6-8.4	Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.
B	1	Weather and Climate	2	Layers of the Atmosphere	MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
B	1	Weather and Climate	3	Three Kinds of Heat Transfer	DCI.ESS2.C.6-8.6	Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents.
B	1	Weather and Climate	3	Three Kinds of Heat Transfer	DCI.ESS2.D.6-8.4	Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.
B	1	Weather and Climate	3	Three Kinds of Heat Transfer	MS-ESS2-6	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
B	1	Weather and Climate	4	Daily Weather	DCI.ESS2.C.6-8.4	The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.
B	1	Weather and Climate	4	Daily Weather	MS-ESS2-4	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.

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B	1	Weather and Climate	5	Air Circulation	DCI.ESS2.C.6-8.4	The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.
B	1	Weather and Climate	5	Air Circulation	DCI.ESS2.D.6-8.4	Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.
B	1	Weather and Climate	5	Air Circulation	MS-ESS2-5	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
B	1	Weather and Climate	6	Isobars and Weather Maps	DCI.ESS2.C.6-8.4	The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.
B	1	Weather and Climate	6	Isobars and Weather Maps	MS-ESS2-5	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
B	1	Weather and Climate	7	Air Masses	MS-ESS2-5	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
B	1	Weather and Climate	8	Weather Fronts	MS-ESS2-5	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
B	1	Weather and Climate	9	Meteorology	MS-ESS2-5	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
B	1	Weather and Climate	10	Forecast like a Meteorologist	DCI.ESS2.D.6-8.4	Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.
B	1	Weather and Climate	10	Forecast like a Meteorologist	MS-ESS2-5	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
B	1	Weather and Climate	11	Laboratory: Condensation 1	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
B	1	Weather and Climate	11	Laboratory: Condensation 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	1	Weather and Climate	11	Laboratory: Condensation 1	6-8.AF.8.5	Communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations.
B	1	Weather and Climate	11	Laboratory: Condensation 1	6-8.AG.2.2	Cause and effect relationships may be used to predict phenomena in natural or designed systems.
B	1	Weather and Climate	11	Laboratory: Condensation 1	DCI.ESS2.C.6-8.3	Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land.
B	1	Weather and Climate	11	Laboratory: Condensation 1	DCI.ESS2.C.6-8.4	The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.
B	1	Weather and Climate	11	Laboratory: Condensation 1	DCI.ESS2.D.6-8.4	Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.

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B	1	Weather and Climate	11	Laboratory: Condensation 1	SEP.3.6-8.7	Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
B	1	Weather and Climate	11	Laboratory: Condensation 1	SEP.4.6-8.3	Develop and use a model to describe phenomena.
B	1	Weather and Climate	11	Laboratory: Condensation 1	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
B	1	Weather and Climate	12	Laboratory: Condensation 2	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
B	1	Weather and Climate	12	Laboratory: Condensation 2	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	1	Weather and Climate	12	Laboratory: Condensation 2	6-8.AF.8.5	Communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations.
B	1	Weather and Climate	12	Laboratory: Condensation 2	6-8.AG.2.2	Cause and effect relationships may be used to predict phenomena in natural or designed systems.
B	1	Weather and Climate	12	Laboratory: Condensation 2	DCI.ESS2.C.6-8.4	The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.
B	1	Weather and Climate	12	Laboratory: Condensation 2	SEP.3.6-8.7	Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
B	1	Weather and Climate	12	Laboratory: Condensation 2	SEP.4.6-8.3	Develop and use a model to describe phenomena.
B	1	Weather and Climate	12	Laboratory: Condensation 2	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
B	1	Weather and Climate	13	Weather vs. Climate	DCI.ESS2.D.6-8.4	Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.
B	1	Weather and Climate	13	Weather vs. Climate	MS-ESS2-6	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
B	1	Weather and Climate	14	Climate Around the World	CCC.1.6-8.11	Graphs and charts can be used to identify patterns in data.
B	1	Weather and Climate	14	Climate Around the World	DCI.ESS2.C.6-8.4	The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.
B	1	Weather and Climate	14	Climate Around the World	DCI.ESS2.D.6-8.4	Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.
B	1	Weather and Climate	14	Climate Around the World	DCI.ESS2.D.6-8.6	The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents.

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B	1	Weather and Climate	14	Climate Around the World	MS-ESS2-6	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
B	1	Weather and Climate	15	Factors Affecting Climate	DCI.ESS2.C.6-8.4	The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.
B	1	Weather and Climate	15	Factors Affecting Climate	DCI.ESS2.D.6-8.4	Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.
B	1	Weather and Climate	15	Factors Affecting Climate	DCI.ESS2.D.6-8.6	The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents.
B	1	Weather and Climate	15	Factors Affecting Climate	MS-ESS2-6	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
B	1	Weather and Climate	16	Climate Change	DCI.ESS3.D.6-8.1	Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.
B	1	Weather and Climate	16	Climate Change	MS-ESS3-5	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
B	1	Weather and Climate	17	Researching Climate Change	6-8.AF.8.4	Evaluate data, hypotheses, and/or conclusions in scientific and technical texts in light of competing information or accounts.
B	1	Weather and Climate	17	Researching Climate Change	6-8.AF.8.5	Communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations.
B	1	Weather and Climate	17	Researching Climate Change	DCI.ESS3.C.6-8.4	Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.
B	1	Weather and Climate	17	Researching Climate Change	DCI.ESS3.D.6-8.1	Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.
B	1	Weather and Climate	17	Researching Climate Change	MS-ESS3-5	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
B	1	Weather and Climate	18	Unit Review	Multiple	All assessed standards covered in this unit
B	1	Weather and Climate	19	Unit Test	Multiple	All assessed standards covered in this unit
B	2	Water and Oceans	1	Water and Oceans	MS-ESS2-4	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
B	2	Water and Oceans	2	The Water Cycle Part 1	CCC.4.6-8.3	Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems.

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B	2	Water and Oceans	2	The Water Cycle Part 1	CCC.5.6-8.9	Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter.
B	2	Water and Oceans	2	The Water Cycle Part 1	CCC.7.6-8.4	Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and processes at different scales, including the atomic scale.
B	2	Water and Oceans	2	The Water Cycle Part 1	DCI.ESS2.A.6-8.4	All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms.
B	2	Water and Oceans	2	The Water Cycle Part 1	DCI.ESS2.C.6-8.3	Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land.
B	2	Water and Oceans	2	The Water Cycle Part 1	DCI.ESS2.C.6-8.5	Global movements of water and its changes in form are propelled by sunlight and gravity.
B	2	Water and Oceans	2	The Water Cycle Part 1	MS-ESS2-1	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
B	2	Water and Oceans	2	The Water Cycle Part 1	MS-ESS2-4	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
B	2	Water and Oceans	2	The Water Cycle Part 1	SEP.4.6-8.3	Develop and use a model to describe phenomena.
B	2	Water and Oceans	3	The Water Cycle Part 2	CCC.4.6-8.3	Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems.
B	2	Water and Oceans	3	The Water Cycle Part 2	CCC.5.6-8.9	Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter.
B	2	Water and Oceans	3	The Water Cycle Part 2	CCC.7.6-8.4	Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and processes at different scales, including the atomic scale.
B	2	Water and Oceans	3	The Water Cycle Part 2	DCI.ESS2.A.6-8.4	All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms.
B	2	Water and Oceans	3	The Water Cycle Part 2	DCI.ESS2.C.6-8.3	Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land.
B	2	Water and Oceans	3	The Water Cycle Part 2	DCI.ESS2.C.6-8.5	Global movements of water and its changes in form are propelled by sunlight and gravity.
B	2	Water and Oceans	3	The Water Cycle Part 2	MS-ESS2-1	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
B	2	Water and Oceans	3	The Water Cycle Part 2	MS-ESS2-4	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
B	2	Water and Oceans	3	The Water Cycle Part 2	SEP.4.6-8.3	Develop and use a model to describe phenomena.
B	2	Water and Oceans	4	Ocean Water Part 1	DCI.ESS2.C.6-8.3	Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land.
B	2	Water and Oceans	4	Ocean Water Part 1	DCI.ESS2.C.6-8.5	Global movements of water and its changes in form are propelled by sunlight and gravity.
B	2	Water and Oceans	4	Ocean Water Part 1	DCI.ESS2.D.6-8.6	The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents.
B	2	Water and Oceans	4	Ocean Water Part 1	MS-ESS2-4	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.

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B	2	Water and Oceans	5	Ocean Water Part 2	DCI.ESS2.C.6-8.3	Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land.
B	2	Water and Oceans	5	Ocean Water Part 2	DCI.ESS2.C.6-8.5	Global movements of water and its changes in form are propelled by sunlight and gravity.
B	2	Water and Oceans	5	Ocean Water Part 2	DCI.ESS2.C.6-8.6	Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents.
B	2	Water and Oceans	5	Ocean Water Part 2	DCI.ESS2.D.6-8.6	The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents.
B	2	Water and Oceans	6	Surface Currents	DCI.ESS2.C.6-8.4	The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.
B	2	Water and Oceans	7	Wind and Ocean Current Pattern	DCI.ESS2.C.6-8.4	The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.
B	2	Water and Oceans	7	Wind and Ocean Current Pattern	DCI.ESS2.D.6-8.4	Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.
B	2	Water and Oceans	7	Wind and Ocean Current Pattern	DCI.ESS2.D.6-8.6	The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents.
B	2	Water and Oceans	7	Wind and Ocean Current Pattern	MS-ESS2-6	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
B	2	Water and Oceans	8	Deepwater Currents	DCI.ESS2.C.6-8.6	Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents.
B	2	Water and Oceans	9	Laboratory: Ocean Currents 1	6-8.AF.2.6	Develop and/or use a model to predict and/or describe phenomena.
B	2	Water and Oceans	9	Laboratory: Ocean Currents 1	6-8.AF.2.7	Develop a model to describe unobservable mechanisms.
B	2	Water and Oceans	9	Laboratory: Ocean Currents 1	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
B	2	Water and Oceans	9	Laboratory: Ocean Currents 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	2	Water and Oceans	9	Laboratory: Ocean Currents 1	6-8.AF.6.2	Construct an explanation using models or representations.
B	2	Water and Oceans	9	Laboratory: Ocean Currents 1	6-8.AG.3.1	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
B	2	Water and Oceans	9	Laboratory: Ocean Currents 1	CCC.4.6-8.3	Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems.
B	2	Water and Oceans	9	Laboratory: Ocean Currents 1	DCI.ESS2.C.6-8.4	The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.
B	2	Water and Oceans	9	Laboratory: Ocean Currents 1	DCI.ESS2.C.6-8.6	Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents.

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B	2	Water and Oceans	9	Laboratory: Ocean Currents 1	DCI.ESS2.D.6-8.4	Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.
B	2	Water and Oceans	9	Laboratory: Ocean Currents 1	DCI.ESS2.D.6-8.6	The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents.
B	2	Water and Oceans	9	Laboratory: Ocean Currents 1	SEP.4.6-8.3	Develop and use a model to describe phenomena.
B	2	Water and Oceans	9	Laboratory: Ocean Currents 1	SEP.4.6-8.4	Develop a model to describe phenomena.
B	2	Water and Oceans	9	Laboratory: Ocean Currents 1	SEP.5.6-8.3	Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon.
B	2	Water and Oceans	9	Laboratory: Ocean Currents 1	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
B	2	Water and Oceans	10	Laboratory: Ocean Currents 2	6-8.AF.2.6	Develop and/or use a model to predict and/or describe phenomena.
B	2	Water and Oceans	10	Laboratory: Ocean Currents 2	6-8.AF.2.7	Develop a model to describe unobservable mechanisms.
B	2	Water and Oceans	10	Laboratory: Ocean Currents 2	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
B	2	Water and Oceans	10	Laboratory: Ocean Currents 2	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	2	Water and Oceans	10	Laboratory: Ocean Currents 2	6-8.AF.6.2	Construct an explanation using models or representations.
B	2	Water and Oceans	10	Laboratory: Ocean Currents 2	6-8.AG.3.1	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
B	2	Water and Oceans	10	Laboratory: Ocean Currents 2	CCC.4.6-8.3	Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems.
B	2	Water and Oceans	10	Laboratory: Ocean Currents 2	DCI.ESS2.C.6-8.4	The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.
B	2	Water and Oceans	10	Laboratory: Ocean Currents 2	DCI.ESS2.C.6-8.6	Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents.
B	2	Water and Oceans	10	Laboratory: Ocean Currents 2	DCI.ESS2.D.6-8.4	Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.
B	2	Water and Oceans	10	Laboratory: Ocean Currents 2	DCI.ESS2.D.6-8.6	The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents.
B	2	Water and Oceans	10	Laboratory: Ocean Currents 2	SEP.4.6-8.3	Develop and use a model to describe phenomena.
B	2	Water and Oceans	10	Laboratory: Ocean Currents 2	SEP.4.6-8.4	Develop a model to describe phenomena.
B	2	Water and Oceans	10	Laboratory: Ocean Currents 2	SEP.5.6-8.3	Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon.
B	2	Water and Oceans	10	Laboratory: Ocean Currents 2	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
B	2	Water and Oceans	11	Water Waves	DCI.PS4.A.6-8.4	A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude.
B	2	Water and Oceans	11	Water Waves	DCI.PS4.B.6-8.7	However, because light can travel through space, it cannot be a matter wave, like sound or water waves.

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B	2	Water and Oceans	11	Water Waves	MS-PS4-1	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
B	2	Water and Oceans	12	Ocean Waves	MS-PS4-1	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
B	2	Water and Oceans	13	Ocean Tides	MS-ESS2-4	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
B	2	Water and Oceans	14	Tidal Power	MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
B	2	Water and Oceans	14	Tidal Power	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
B	2	Water and Oceans	14	Tidal Power	MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
B	2	Water and Oceans	14	Tidal Power	MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
B	2	Water and Oceans	14	Tidal Power	MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
B	2	Water and Oceans	14	Tidal Power	SEP.3.6-8.8	Apply scientific principles to design an object, tool, process or system.
B	2	Water and Oceans	14	Tidal Power	SEP.5.6-8.5	Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
B	2	Water and Oceans	15	Building a Tidal Power Plant	DCI.ETS1.B.6-8.5	There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem.
B	2	Water and Oceans	15	Building a Tidal Power Plant	MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
B	2	Water and Oceans	15	Building a Tidal Power Plant	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
B	2	Water and Oceans	15	Building a Tidal Power Plant	MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
B	2	Water and Oceans	15	Building a Tidal Power Plant	MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
B	2	Water and Oceans	15	Building a Tidal Power Plant	MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
B	2	Water and Oceans	15	Building a Tidal Power Plant	SEP.3.6-8.8	Apply scientific principles to design an object, tool, process or system.
B	2	Water and Oceans	15	Building a Tidal Power Plant	SEP.5.6-8.5	Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
B	2	Water and Oceans	16	Earth's Fresh Water	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

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B	2	Water and Oceans	17	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	2	Water and Oceans	18	Unit Review	Multiple	All assessed standards covered in this unit
B	2	Water and Oceans	19	Unit Test	Multiple	All assessed standards covered in this unit
B	3	Energy and Earth's Resources	1	Energy and Earth's Resources	DCI.ESS3.A.6-8.3	Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.
B	3	Energy and Earth's Resources	2	Energy Resources	DCI.ESS3.A.6-8.3	Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.
B	3	Energy and Earth's Resources	2	Energy Resources	MS-ESS3-1	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
B	3	Energy and Earth's Resources	3	Formation of Fossil Fuels	DCI.ESS3.A.6-8.3	Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.
B	3	Energy and Earth's Resources	3	Formation of Fossil Fuels	MS-ESS3-1	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
B	3	Energy and Earth's Resources	4	Collecting Fossil Fuels	MS-ESS3-1	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
B	3	Energy and Earth's Resources	5	Using Fossil Fuels	6-8.AJ.2.1	All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.
B	3	Energy and Earth's Resources	6	The Environment and Fossil Fuels	6-8.AJ.2.1	All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.
B	3	Energy and Earth's Resources	6	The Environment and Fossil Fuels	DCI.ESS3.A.6-8.3	Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.
B	3	Energy and Earth's Resources	6	The Environment and Fossil Fuels	DCI.ESS3.C.6-8.4	Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.

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B	3	Energy and Earth's Resources	6	The Environment and Fossil Fuels	DCI.ESS3.D.6-8.1	Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.
B	3	Energy and Earth's Resources	6	The Environment and Fossil Fuels	MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
B	3	Energy and Earth's Resources	6	The Environment and Fossil Fuels	MS-PS1-3	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
B	3	Energy and Earth's Resources	7	Energy for the Future	CCC.1.6-8.11	Graphs and charts can be used to identify patterns in data.
B	3	Energy and Earth's Resources	7	Energy for the Future	DCI.ESS3.C.6-8.4	Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.
B	3	Energy and Earth's Resources	7	Energy for the Future	DCI.ESS3.D.6-8.1	Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.
B	3	Energy and Earth's Resources	7	Energy for the Future	MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
B	3	Energy and Earth's Resources	7	Energy for the Future	SEP.1.6-8.4	Analyze displays of data to identify linear and nonlinear relationships.
B	3	Energy and Earth's Resources	8	Nuclear Power	MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
B	3	Energy and Earth's Resources	9	Alternative Sources Part 1	DCI.ESS3.A.6-8.3	Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.
B	3	Energy and Earth's Resources	9	Alternative Sources Part 1	DCI.ESS3.C.6-8.4	Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.
B	3	Energy and Earth's Resources	9	Alternative Sources Part 1	MS-ESS3-1	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
B	3	Energy and Earth's Resources	9	Alternative Sources Part 1	MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
B	3	Energy and Earth's Resources	10	Alternative Sources Part 2	DCI.ESS3.A.6-8.3	Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.
B	3	Energy and Earth's Resources	10	Alternative Sources Part 2	DCI.ESS3.C.6-8.4	Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.

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B	3	Energy and Earth's Resources	10	Alternative Sources Part 1	MS-ESS3-1	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
B	3	Energy and Earth's Resources	10	Alternative Sources Part 2	MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
B	3	Energy and Earth's Resources	11	Water Power	DCI.ESS3.A.6-8.3	Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.
B	3	Energy and Earth's Resources	11	Water Power	MS-ESS3-1	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
B	3	Energy and Earth's Resources	12	Wind Power	MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
B	3	Energy and Earth's Resources	13	Solar Power	MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
B	3	Energy and Earth's Resources	14	Resource Management	6-8.AJ.2.1	All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.
B	3	Energy and Earth's Resources	15	Conserving and Recycling	DCI.ESS3.C.6-8.4	Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.
B	3	Energy and Earth's Resources	15	Conserving and Recycling	MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	6-8.AF.1.2	Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	6-8.AF.6.6	Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	6-8.AF.6.7	Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	6-8.AF.7.2	Respectfully provide and receive critiques about one's explanations, procedures, models, and questions by citing relevant evidence and posing and responding to questions that elicit pertinent elaboration and detail.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	CCC.10.6-8.3	Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	CCC.6.6-8.3	Structures can be designed to serve particular functions.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	CCC.7.6-8.4	Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and processes at different scales, including the atomic scale.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	CCC.7.6-8.5	Stability might be disturbed either by sudden events or gradual changes that accumulate over time.

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B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	CCC.8.6-8.12	All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	CCC.8.6-8.9	The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	DCI.ESS3.A.6-8.3	Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	DCI.ESS3.C.6-8.3	Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	DCI.ESS3.C.6-8.4	Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	DCI.ESS3.D.6-8.1	Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	DCI.ETS1.B.6-8.10	Models of all kinds are important for testing solutions.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	SEP.1.6-8.1	Analyze and interpret data to determine similarities and differences in findings.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	SEP.3.6-8.2	Apply scientific ideas or principles to design an object, tool, process or system.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	SEP.3.6-8.8	Apply scientific principles to design an object, tool, process or system.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	SEP.4.6-8.3	Develop and use a model to describe phenomena.

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B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	SEP.5.6-8.5	Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
B	3	Energy and Earth's Resources	16	Laboratory: Human Impact on the Environment 1	SEP.7.6-8.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	6-8.AF.1.2	Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	6-8.AF.6.6	Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	6-8.AF.6.7	Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	6-8.AF.7.2	Respectfully provide and receive critiques about one's explanations, procedures, models, and questions by citing relevant evidence and posing and responding to questions that elicit pertinent elaboration and detail.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	CCC.10.6-8.3	Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	CCC.6.6-8.3	Structures can be designed to serve particular functions.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	CCC.7.6-8.4	Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and processes at different scales, including the atomic scale.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	CCC.7.6-8.5	Stability might be disturbed either by sudden events or gradual changes that accumulate over time.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	CCC.8.6-8.12	All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	CCC.8.6-8.9	The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	DCI.ESS3.A.6-8.3	Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	DCI.ESS3.C.6-8.3	Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	DCI.ESS3.C.6-8.4	Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.

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B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	DCI.ESS3.D.6-8.1	Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	DCI.ETS1.B.6-8.10	Models of all kinds are important for testing solutions.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	SEP.1.6-8.1	Analyze and interpret data to determine similarities and differences in findings.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	SEP.3.6-8.2	Apply scientific ideas or principles to design an object, tool, process or system.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	SEP.3.6-8.8	Apply scientific principles to design an object, tool, process or system.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	SEP.4.6-8.3	Develop and use a model to describe phenomena.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	SEP.5.6-8.5	Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
B	3	Energy and Earth's Resources	17	Laboratory: Human Impact on the Environment 2	SEP.7.6-8.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	3	Energy and Earth's Resources	18	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	3	Energy and Earth's Resources	19	Unit Review	Multiple	All assessed standards covered in this unit
B	3	Energy and Earth's Resources	20	Unit Test	Multiple	All assessed standards covered in this unit
B	4	Universe and the Solar System	1	Universe and the Solar System	DCI.ESS1.A.6-8.4	Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe.
B	4	Universe and the Solar System	1	Universe and the Solar System	DCI.ESS1.B.6-8.3	The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them.

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B	4	Universe and the Solar System	1	Universe and the Solar System	DCI.ESS1.B.6-8.4	This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.
B	4	Universe and the Solar System	2	Origin of the Universe	MS-PS4-2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
B	4	Universe and the Solar System	3	Models of the Solar System	DCI.ESS1.A.6-8.4	Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe.
B	4	Universe and the Solar System	3	Models of the Solar System	DCI.ESS1.B.6-8.3	The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them.
B	4	Universe and the Solar System	3	Models of the Solar System	DCI.ESS1.B.6-8.4	This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.
B	4	Universe and the Solar System	3	Models of the Solar System	DCI.ESS1.B.6-8.5	The solar system appears to have formed from a disk of dust and gas, drawn together by gravity.
B	4	Universe and the Solar System	3	Models of the Solar System	MS-ESS1-3	Analyze and interpret data to determine scale properties of objects in the solar system.
B	4	Universe and the Solar System	3	Models of the Solar System	SEP.10.1	Science findings are frequently revised and/or reinterpreted based on new evidence.
B	4	Universe and the Solar System	3	Models of the Solar System	SEP.4.6-8.2	Develop a model to describe unobservable mechanisms.
B	4	Universe and the Solar System	4	Structure of the Solar System	DCI.ESS1.B.6-8.3	The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them.
B	4	Universe and the Solar System	4	Structure of the Solar System	DCI.ESS1.B.6-8.4	This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.
B	4	Universe and the Solar System	4	Structure of the Solar System	DCI.ESS1.B.6-8.5	The solar system appears to have formed from a disk of dust and gas, drawn together by gravity.
B	4	Universe and the Solar System	4	Structure of the Solar System	MS-ESS1-2	Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
B	4	Universe and the Solar System	5	Galaxies	DCI.ESS1.A.6-8.4	Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe.
B	4	Universe and the Solar System	5	Galaxies	MS-ESS1-2	Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
B	4	Universe and the Solar System	5	Galaxies	MS-ESS1-3	Analyze and interpret data to determine scale properties of objects in the solar system.
B	4	Universe and the Solar System	6	The Force of Gravity	DCI.ESS1.B.6-8.3	The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them.
B	4	Universe and the Solar System	6	The Force of Gravity	DCI.ESS1.B.6-8.4	This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.
B	4	Universe and the Solar System	6	The Force of Gravity	DCI.PS2.B.6-8.2	Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun.

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B	4	Universe and the Solar System	6	The Force of Gravity	MS-ESS1-2	Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
B	4	Universe and the Solar System	7	Gravity and the Solar System	DCI.ESS1.B.6-8.3	The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them.
B	4	Universe and the Solar System	7	Gravity and the Solar System	DCI.ESS1.B.6-8.4	This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.
B	4	Universe and the Solar System	7	Gravity and the Solar System	DCI.ESS1.B.6-8.5	The solar system appears to have formed from a disk of dust and gas, drawn together by gravity.
B	4	Universe and the Solar System	7	Gravity and the Solar System	MS-ESS1-2	Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
B	4	Universe and the Solar System	8	Rotation and Revolution	DCI.ESS1.A.6-8.3	Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models.
B	4	Universe and the Solar System	8	Rotation and Revolution	DCI.ESS1.B.6-8.4	This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.
B	4	Universe and the Solar System	8	Rotation and Revolution	MS-ESS1-1	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
B	4	Universe and the Solar System	8	Rotation and Revolution	MS-ESS1-2	Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
B	4	Universe and the Solar System	9	The Inner Planets	MS-ESS1-3	Analyze and interpret data to determine scale properties of objects in the solar system.
B	4	Universe and the Solar System	10	The Outer Planets	MS-ESS1-3	Analyze and interpret data to determine scale properties of objects in the solar system.
B	4	Universe and the Solar System	11	Laboratory: Power of the Sun 1	6-8.AF.1.1	<p>Ask questions</p> <p>that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information.</p> <p>to identify and/or clarify evidence and/or the premise(s) of an argument.</p> <p>to determine relationships between independent and dependent variables and relationships in models.</p> <p>to clarify and/or refine a model, an explanation, or an engineering problem.</p> <p>that require sufficient and appropriate empirical evidence to answer.</p> <p>that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.</p> <p>that challenge the premise(s) of an argument or the interpretation of a data set.</p>

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B	4	Universe and the Solar System	11	Laboratory: Power of the Sun 1	6-8.AF.3.1 Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
B	4	Universe and the Solar System	11	Laboratory: Power of the Sun 1	6-8.AF.3.4 Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	4	Universe and the Solar System	11	Laboratory: Power of the Sun 1	6-8.AF.4.4 Analyze and interpret data to provide evidence for phenomena.
B	4	Universe and the Solar System	11	Laboratory: Power of the Sun 1	6-8.AF.4.7 Analyze and interpret data to determine similarities and differences in findings.
B	4	Universe and the Solar System	11	Laboratory: Power of the Sun 1	6-8.AG.3.1 Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
B	4	Universe and the Solar System	11	Laboratory: Power of the Sun 1	DCI.ESS1.B.6-8.4 This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.
B	4	Universe and the Solar System	11	Laboratory: Power of the Sun 1	DCI.PS3.B.6-8.1 When the motion energy of an object changes, there is inevitably some other change in energy at the same time.
B	4	Universe and the Solar System	11	Laboratory: Power of the Sun 1	MS-PS3-3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
B	4	Universe and the Solar System	11	Laboratory: Power of the Sun 1	SEP.3.6-8.6 Construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena.
B	4	Universe and the Solar System	11	Laboratory: Power of the Sun 1	SEP.7.6-8.3 Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
B	4	Universe and the Solar System	12	Laboratory: Power of the Sun 2	6-8.AF.3.1 Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
B	4	Universe and the Solar System	12	Laboratory: Power of the Sun 2	6-8.AF.3.4 Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	4	Universe and the Solar System	12	Laboratory: Power of the Sun 2	6-8.AF.4.4 Analyze and interpret data to provide evidence for phenomena.
B	4	Universe and the Solar System	12	Laboratory: Power of the Sun 2	6-8.AF.4.7 Analyze and interpret data to determine similarities and differences in findings.
B	4	Universe and the Solar System	12	Laboratory: Power of the Sun 2	6-8.AG.3.1 Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
B	4	Universe and the Solar System	12	Laboratory: Power of the Sun 2	DCI.ESS1.B.6-8.4 This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.
B	4	Universe and the Solar System	12	Laboratory: Power of the Sun 2	MS-PS3-3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
B	4	Universe and the Solar System	12	Laboratory: Power of the Sun 2	SEP.7.6-8.3 Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
B	4	Universe and the Solar System	13	Earth's Seasons	DCI.ESS1.A.6-8.3 Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models.
B	4	Universe and the Solar System	13	Earth's Seasons	DCI.ESS1.B.6-8.4 This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.

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B	4	Universe and the Solar System	13	Earth's Seasons	DCI.ESS2.D.6-8.4	Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.
B	4	Universe and the Solar System	13	Earth's Seasons	MS-ESS1-1	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
B	4	Universe and the Solar System	13	Earth's Seasons	MS-ESS2-6	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
B	4	Universe and the Solar System	14	Unit Review	Multiple	All assessed standards covered in this unit
B	4	Universe and the Solar System	15	Unit Test	Multiple	All assessed standards covered in this unit
B	5	Beyond Earth	1	Beyond Earth	DCI.ESS1.B.6-8.4	This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.
B	5	Beyond Earth	1	Beyond Earth	MS-ESS1-1	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
B	5	Beyond Earth	2	Asteroids and Comets	MS-ESS1-3	Analyze and interpret data to determine scale properties of objects in the solar system.
B	5	Beyond Earth	3	Craters	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
B	5	Beyond Earth	4	Earth's Moon	DCI.ESS1.A.6-8.3	Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models.
B	5	Beyond Earth	4	Earth's Moon	MS-ESS1-3	Analyze and interpret data to determine scale properties of objects in the solar system.
B	5	Beyond Earth	5	Structure of the Moon	DCI.ESS1.A.6-8.3	Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models.
B	5	Beyond Earth	5	Structure of the Moon	MS-ESS1-3	Analyze and interpret data to determine scale properties of objects in the solar system.
B	5	Beyond Earth	6	Moon Phases	6-8.AF.2.6	Develop and/or use a model to predict and/or describe phenomena.
B	5	Beyond Earth	6	Moon Phases	6-8.AG.1.3	Patterns can be used to identify cause and effect relationships.
B	5	Beyond Earth	6	Moon Phases	CCC.3.6-8.5	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
B	5	Beyond Earth	6	Moon Phases	CCC.4.6-8.5	Models can be used to represent systems and their interactions.
B	5	Beyond Earth	6	Moon Phases	DCI.ESS1.A.6-8.3	Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models.
B	5	Beyond Earth	6	Moon Phases	DCI.ESS1.B.6-8.4	This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.
B	5	Beyond Earth	6	Moon Phases	MS-ESS1-1	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
B	5	Beyond Earth	7	Phases of the Moon	6-8.AF.2.6	Develop and/or use a model to predict and/or describe phenomena.
B	5	Beyond Earth	7	Phases of the Moon	6-8.AG.1.3	Patterns can be used to identify cause and effect relationships.
B	5	Beyond Earth	7	Phases of the Moon	CCC.3.6-8.5	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
B	5	Beyond Earth	7	Phases of the Moon	CCC.4.6-8.5	Models can be used to represent systems and their interactions.

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B	5	Beyond Earth	7	Phases of the Moon	DCI.ESS1.A.6-8.3	Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models.
B	5	Beyond Earth	7	Phases of the Moon	DCI.ESS1.B.6-8.4	This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.
B	5	Beyond Earth	7	Phases of the Moon	MS-ESS1-1	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
B	5	Beyond Earth	8	Eclipses	6-8.AF.2.6	Develop and/or use a model to predict and/or describe phenomena.
B	5	Beyond Earth	8	Eclipses	6-8.AG.1.3	Patterns can be used to identify cause and effect relationships.
B	5	Beyond Earth	8	Eclipses	CCC.3.6-8.5	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
B	5	Beyond Earth	8	Eclipses	CCC.4.6-8.5	Models can be used to represent systems and their interactions.
B	5	Beyond Earth	8	Eclipses	DCI.ESS1.A.6-8.3	Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models.
B	5	Beyond Earth	8	Eclipses	DCI.ESS1.B.6-8.4	This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.
B	5	Beyond Earth	8	Eclipses	MS-ESS1-1	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
B	5	Beyond Earth	9	Laboratory: Sun, Earth, and Moon Models 1	6-8.AF.2.6	Develop and/or use a model to predict and/or describe phenomena.
B	5	Beyond Earth	9	Laboratory: Sun, Earth, and Moon Models 1	6-8.AG.1.3	Patterns can be used to identify cause and effect relationships.
B	5	Beyond Earth	9	Laboratory: Sun, Earth, and Moon Models 1	6-8.AG.3.1	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
B	5	Beyond Earth	9	Laboratory: Sun, Earth, and Moon Models 1	CCC.3.6-8.5	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
B	5	Beyond Earth	9	Laboratory: Sun, Earth, and Moon Models 1	CCC.4.6-8.5	Models can be used to represent systems and their interactions.
B	5	Beyond Earth	9	Laboratory: Sun, Earth, and Moon Models 1	DCI.ESS1.A.6-8.3	Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models.
B	5	Beyond Earth	9	Laboratory: Sun, Earth, and Moon Models 1	DCI.ESS1.B.6-8.4	This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.
B	5	Beyond Earth	9	Laboratory: Sun, Earth, and Moon Models 1	MS-ESS1-1	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
B	5	Beyond Earth	9	Laboratory: Sun, Earth, and Moon Models 1	SEP.4.6-8.3	Develop and use a model to describe phenomena.
B	5	Beyond Earth	9	Laboratory: Sun, Earth, and Moon Models 1	SEP.4.6-8.4	Develop a model to describe phenomena.
B	5	Beyond Earth	10	Laboratory: Sun, Earth, and Moon Models 2	6-8.AF.2.6	Develop and/or use a model to predict and/or describe phenomena.
B	5	Beyond Earth	10	Laboratory: Sun, Earth, and Moon Models 2	6-8.AG.1.3	Patterns can be used to identify cause and effect relationships.

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B	5	Beyond Earth	10	Laboratory: Sun, Earth, and Moon Models 2	6-8.AG.3.1	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
B	5	Beyond Earth	10	Laboratory: Sun, Earth, and Moon Models 2	CCC.3.6-8.5	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
B	5	Beyond Earth	10	Laboratory: Sun, Earth, and Moon Models 2	CCC.4.6-8.5	Models can be used to represent systems and their interactions.
B	5	Beyond Earth	10	Laboratory: Sun, Earth, and Moon Models 2	DCI.ESS1.A.6-8.3	Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models.
B	5	Beyond Earth	10	Laboratory: Sun, Earth, and Moon Models 2	DCI.ESS1.B.6-8.4	This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.
B	5	Beyond Earth	10	Laboratory: Sun, Earth, and Moon Models 2	MS-ESS1-1	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
B	5	Beyond Earth	10	Laboratory: Sun, Earth, and Moon Models 2	SEP.4.6-8.3	Develop and use a model to describe phenomena.
B	5	Beyond Earth	10	Laboratory: Sun, Earth, and Moon Models 2	SEP.4.6-8.4	Develop a model to describe phenomena.
B	5	Beyond Earth	11	Uncrewed Spacecraft	CCC.12.6-8.3	Advances in technology influence the progress of science and science has influenced advances in technology.
B	5	Beyond Earth	11	Uncrewed Spacecraft	CCC.8.6-8.11	Technologies extend the measurement, exploration, modeling, and computational capacity of scientific investigations.
B	5	Beyond Earth	11	Uncrewed Spacecraft	MS-ESS1-3	Analyze and interpret data to determine scale properties of objects in the solar system.
B	5	Beyond Earth	12	Space Race	CCC.12.6-8.3	Advances in technology influence the progress of science and science has influenced advances in technology.
B	5	Beyond Earth	12	Space Race	CCC.8.6-8.11	Technologies extend the measurement, exploration, modeling, and computational capacity of scientific investigations.
B	5	Beyond Earth	12	Space Race	CCC.8.6-8.9	The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time.
B	5	Beyond Earth	13	Humans in Space	CCC.12.6-8.3	Advances in technology influence the progress of science and science has influenced advances in technology.
B	5	Beyond Earth	13	Humans in Space	CCC.8.6-8.11	Technologies extend the measurement, exploration, modeling, and computational capacity of scientific investigations.
B	5	Beyond Earth	14	Future of Space Exploration	CCC.12.6-8.3	Advances in technology influence the progress of science and science has influenced advances in technology.
B	5	Beyond Earth	14	Future of Space Exploration	CCC.8.6-8.11	Technologies extend the measurement, exploration, modeling, and computational capacity of scientific investigations.
B	5	Beyond Earth	14	Future of Space Exploration	MS-ESS1-3	Analyze and interpret data to determine scale properties of objects in the solar system.
B	5	Beyond Earth	15	Your Choice	N/A	<p>Students may use today's lesson time to do any of the following:</p> <ul style="list-style-type: none"> Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.

B	5	Beyond Earth	16	Unit Review	Multiple	All assessed standards covered in this unit
B	5	Beyond Earth	17	Unit Test	Multiple	All assessed standards covered in this unit

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Stride		Next Generation Science Standards for Middle School Life Science Attachment 28 - ACAD Compared to SCI07DE3 Summit Life Science				
Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Organisms	1	Introduction to Science	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	1	Organisms	1	Introduction to Science	6-8.AF.4.6	Consider limitations of data analysis (e.g., measurement error), and/or seek to improve precision and accuracy of data with better technological tools and methods (e.g., multiple trials).
A	1	Organisms	1	Introduction to Science	CCC.1.6-8.13	Graphs, charts, and images can be used to identify patterns in data.
A	1	Organisms	1	Introduction to Science	CCC.11.6-8.4	Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.
A	1	Organisms	1	Introduction to Science	CCC.9.6-8.4	Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.
A	1	Organisms	1	Introduction to Science	SEP.1.6-8.1	Analyze and interpret data to determine similarities and differences in findings.
A	1	Organisms	1	Introduction to Science	SEP.12.6-8.2	Use mathematical representations to support scientific conclusions and design solutions.
A	1	Organisms	1	Introduction to Science	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	1	Organisms	1	Introduction to Science	SEP.3.6-8.4	Construct an explanation that includes qualitative or quantitative relationships between variables that predict phenomena.
A	1	Organisms	1	Introduction to Science	SEP.3.6-8.6	Construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena.
A	1	Organisms	1	Introduction to Science	SEP.9.3	Science knowledge is based upon logical and conceptual connections between evidence and explanations.
A	1	Organisms	1	Introduction to Science	SEP.9.4	Science knowledge is based upon logical connections between evidence and explanations.
A	1	Organisms	1	Introduction to Science	SEP.9.5	Science disciplines share common rules of obtaining and evaluating empirical evidence.
A	1	Organisms	2	Science and Engineering Practices	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	1	Organisms	2	Science and Engineering Practices	6-8.AF.4.1	Construct, analyze, and/or interpret graphical displays of data and/or large data sets to identify linear and nonlinear relationships.
A	1	Organisms	2	Science and Engineering Practices	6-8.AF.4.6	Consider limitations of data analysis (e.g., measurement error), and/or seek to improve precision and accuracy of data with better technological tools and methods (e.g., multiple trials).
A	1	Organisms	2	Science and Engineering Practices	6-8.AH.1.1	Science investigations use a variety of methods and tools to make measurements and observations.
A	1	Organisms	2	Science and Engineering Practices	CCC.1.6-8.11	Graphs and charts can be used to identify patterns in data.
A	1	Organisms	2	Science and Engineering Practices	CCC.1.6-8.13	Graphs, charts, and images can be used to identify patterns in data.
A	1	Organisms	2	Science and Engineering Practices	CCC.11.6-8.4	Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.

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A	1	Organisms	2	Science and Engineering Practices	CCC.9.6-8.4	Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.
A	1	Organisms	2	Science and Engineering Practices	SEP.1.6-8.1	Analyze and interpret data to determine similarities and differences in findings.
A	1	Organisms	2	Science and Engineering Practices	SEP.1.6-8.4	Analyze displays of data to identify linear and nonlinear relationships.
A	1	Organisms	2	Science and Engineering Practices	SEP.12.6-8.2	Use mathematical representations to support scientific conclusions and design solutions.
A	1	Organisms	2	Science and Engineering Practices	SEP.3.6-8.4	Construct an explanation that includes qualitative or quantitative relationships between variables that predict phenomena.
A	1	Organisms	2	Science and Engineering Practices	SEP.3.6-8.6	Construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena.
A	1	Organisms	2	Science and Engineering Practices	SEP.5.6-8.1	Construct and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
A	1	Organisms	2	Science and Engineering Practices	SEP.9.3	Science knowledge is based upon logical and conceptual connections between evidence and explanations.
A	1	Organisms	2	Science and Engineering Practices	SEP.9.4	Science knowledge is based upon logical connections between evidence and explanations.
A	1	Organisms	2	Science and Engineering Practices	SEP.9.5	Science disciplines share common rules of obtaining and evaluating empirical evidence.
A	1	Organisms	3	Physical Systems and Models	6-8.AF.2.1	Evaluate limitations of a model for a proposed object or tool.
A	1	Organisms	3	Physical Systems and Models	6-8.AG.3.1	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	1	Organisms	3	Physical Systems and Models	6-8.AG.4.1	Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems.
A	1	Organisms	3	Physical Systems and Models	6-8.AG.4.3	Models are limited in that they only represent certain aspects of the system under study.
A	1	Organisms	3	Physical Systems and Models	6-8.AH.3.1	Scientific explanations are subject to revision and improvement in light of new evidence.
A	1	Organisms	3	Physical Systems and Models	6-8.AH.3.3	Science findings are frequently revised and/or reinterpreted based on new evidence.
A	1	Organisms	3	Physical Systems and Models	6-8.AH.8.2	Science limits its explanations to systems that lend themselves to observation and empirical evidence.
A	1	Organisms	3	Physical Systems and Models	CCC.3.6-8.7	Phenomena that can be observed at one scale may not be observable at another scale.
A	1	Organisms	3	Physical Systems and Models	SEP.4.6-8.3	Develop and use a model to describe phenomena.
A	1	Organisms	4	Introduction to Life Science	DCI.LS1.A.6-8.3	All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).
A	1	Organisms	4	Introduction to Life Science	DCI.LS2.A.6-8.4	Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.
A	1	Organisms	5	Diversity of Life	N/A	No grade-level state specific standards applicable for this lesson
A	1	Organisms	6	Challenges of Life	MS-LS1-6	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
A	1	Organisms	7	Characteristics of Life	DCI.LS1.A.6-8.3	All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).

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A	1	Organisms	7	Characteristics of Life	DCI.LS2.A.6-8.4	Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.
A	1	Organisms	7	Characteristics of Life	MS-LS1-1	Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells.
A	1	Organisms	8	You Are an Organism	N/A	No grade-level state specific standards applicable for this lesson
A	1	Organisms	9	Living Things Classification	N/A	No grade-level state specific standards applicable for this lesson
A	1	Organisms	10	Make a Dichotomous Key	N/A	No grade-level state specific standards applicable for this lesson
A	1	Organisms	11	Domains of Life	N/A	No grade-level state specific standards applicable for this lesson
A	1	Organisms	12	Classifying Organisms	N/A	No grade-level state specific standards applicable for this lesson
A	1	Organisms	13	Chemistry of Life	MS-LS1-7	Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
A	1	Organisms	14	Molecules in Life	DCI.LS1.C.6-8.5	Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.
A	1	Organisms	14	Molecules in Life	DCI.LS3.A.6-8.4	Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.
A	1	Organisms	15	Single-Celled Organisms	DCI.LS1.A.6-8.3	All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).
A	1	Organisms	15	Single-Celled Organisms	MS-LS1-1	Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells.
A	1	Organisms	16	Multicellular Organisms	DCI.LS1.A.6-8.3	All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).
A	1	Organisms	16	Multicellular Organisms	DCI.LS1.A.6-8.5	In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.
A	1	Organisms	16	Multicellular Organisms	MS-LS1-1	Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells.

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A	1	Organisms	17	Laboratory: Organisms 1	6-8.AF.1.1	<p>Ask questions that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information.</p> <p>to identify and/or clarify evidence and/or the premise(s) of an argument.</p> <p>to determine relationships between independent and dependent variables and relationships in models.</p> <p>to clarify and/or refine a model, an explanation, or an engineering problem.</p> <p>that require sufficient and appropriate empirical evidence to answer.</p> <p>that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.</p> <p>that challenge the premise(s) of an argument or the interpretation of a data set.</p>
A	1	Organisms	17	Laboratory: Organisms 1	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	1	Organisms	17	Laboratory: Organisms 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
A	1	Organisms	17	Laboratory: Organisms 1	6-8.AG.3.5	Phenomena that can be observed at one scale may not be observable at another scale.
A	1	Organisms	17	Laboratory: Organisms 1	DCI.LS1.A.6-8.3	All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).
A	1	Organisms	17	Laboratory: Organisms 1	MS-LS1-1	Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells.
A	1	Organisms	17	Laboratory: Organisms 1	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	1	Organisms	17	Laboratory: Organisms 1	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
A	1	Organisms	17	Laboratory: Organisms 1	SEP.3.6-8.7	Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
A	1	Organisms	17	Laboratory: Organisms 1	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.

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A	1	Organisms	18	Laboratory: Organisms 2	6-8.AF.1.1	<p>Ask questions that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information.</p> <p>to identify and/or clarify evidence and/or the premise(s) of an argument.</p> <p>to determine relationships between independent and dependent variables and relationships in models.</p> <p>to clarify and/or refine a model, an explanation, or an engineering problem.</p> <p>that require sufficient and appropriate empirical evidence to answer.</p> <p>that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.</p> <p>that challenge the premise(s) of an argument or the interpretation of a data set.</p>
A	1	Organisms	18	Laboratory: Organisms 2	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	1	Organisms	18	Laboratory: Organisms 2	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
A	1	Organisms	18	Laboratory: Organisms 2	6-8.AG.3.5	Phenomena that can be observed at one scale may not be observable at another scale.
A	1	Organisms	18	Laboratory: Organisms 2	DCI.LS1.A.6-8.3	All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).
A	1	Organisms	18	Laboratory: Organisms 2	MS-LS1-1	Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells.
A	1	Organisms	18	Laboratory: Organisms 2	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	1	Organisms	18	Laboratory: Organisms 2	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
A	1	Organisms	18	Laboratory: Organisms 2	SEP.3.6-8.7	Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
A	1	Organisms	18	Laboratory: Organisms 2	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.

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A	1	Organisms	19	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	1	Organisms	20	Unit Review	Multiple	All assessed standards covered in this unit
A	1	Organisms	21	Unit Test	Multiple	All assessed standards covered in this unit
A	2	Cells	1	Cells	CCC.6.6-8.4	Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.
A	2	Cells	1	Cells	CCC.6.6-8.5	Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.
A	2	Cells	1	Cells	DCI.LS1.A.6-8.3	All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).
A	2	Cells	1	Cells	MS-LS1-1	Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells.
A	2	Cells	1	Cells	MS-LS1-2	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
A	2	Cells	1	Cells	MS-LS1-3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
A	2	Cells	2	Cell Size	DCI.LS1.A.6-8.3	All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).
A	2	Cells	2	Cell Size	MS-LS1-2	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
A	2	Cells	3	Differing Cells	DCI.LS1.A.6-8.3	All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).
A	2	Cells	3	Differing Cells	MS-LS1-1	Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells.
A	2	Cells	3	Differing Cells	MS-LS1-2	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
A	2	Cells	3	Differing Cells	MS-LS1-3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
A	2	Cells	4	The Plasma Membrane	DCI.LS1.A.6-8.4	Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.
A	2	Cells	4	The Plasma Membrane	MS-LS1-2	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

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A	2	Cells	5	Cell Organelles	CCC.6.6-8.4 Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.
A	2	Cells	5	Cell Organelles	CCC.6.6-8.5 Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.
A	2	Cells	5	Cell Organelles	DCI.LS1.A.6-8.4 Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.
A	2	Cells	5	Cell Organelles	MS-LS1-2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
A	2	Cells	5	Cell Organelles	MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
A	2	Cells	5	Cell Organelles	MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
A	2	Cells	6	If You Were an Organelle	MS-LS1-2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
A	2	Cells	7	Looking at Cells	6-8.AF.8.3 Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.
A	2	Cells	7	Looking at Cells	CCC.6.6-8.4 Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.
A	2	Cells	7	Looking at Cells	CCC.6.6-8.5 Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.
A	2	Cells	7	Looking at Cells	DCI.LS1.A.6-8.3 All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).
A	2	Cells	7	Looking at Cells	MS-LS1-1 Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells.
A	2	Cells	7	Looking at Cells	MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
A	2	Cells	8	Cell Analogy	CCC.6.6-8.4 Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.
A	2	Cells	8	Cell Analogy	CCC.6.6-8.5 Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.

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A	2	Cells	8	Cell Analogy	DCI.LS1.A.6-8.4	Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.
A	2	Cells	8	Cell Analogy	MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
A	2	Cells	8	Cell Analogy	MS-LS1-2	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
A	2	Cells	8	Cell Analogy	MS-LS1-3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
A	2	Cells	8	Cell Analogy	SEP.4.6-8.2	Develop a model to describe unobservable mechanisms.
A	2	Cells	8	Cell Analogy	SEP.4.6-8.3	Develop and use a model to describe phenomena.
A	2	Cells	8	Cell Analogy	SEP.4.6-8.4	Develop a model to describe phenomena.
A	2	Cells	9	Plant and Animal Cells	DCI.LS1.A.6-8.4	Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.
A	2	Cells	9	Plant and Animal Cells	MS-LS1-2	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
A	2	Cells	9	Plant and Animal Cells	MS-LS1-6	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
A	2	Cells	9	Plant and Animal Cells	MS-LS1-7	Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
A	2	Cells	10	Laboratory: Plasma Membrane 1	6-8.AF.2.6	Develop and/or use a model to predict and/or describe phenomena.
A	2	Cells	10	Laboratory: Plasma Membrane 1	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	2	Cells	10	Laboratory: Plasma Membrane 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
A	2	Cells	10	Laboratory: Plasma Membrane 1	6-8.AG.6.1	Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts; therefore, complex natural and designed structures/systems can be analyzed to determine how they function.
A	2	Cells	10	Laboratory: Plasma Membrane 1	CCC.6.6-8.4	Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.
A	2	Cells	10	Laboratory: Plasma Membrane 1	DCI.LS1.A.6-8.4	Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.
A	2	Cells	10	Laboratory: Plasma Membrane 1	MS-LS1-2	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
A	2	Cells	10	Laboratory: Plasma Membrane 1	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	2	Cells	10	Laboratory: Plasma Membrane 1	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
A	2	Cells	10	Laboratory: Plasma Membrane 1	SEP.4.6-8.2	Develop a model to describe unobservable mechanisms.
A	2	Cells	10	Laboratory: Plasma Membrane 1	SEP.4.6-8.3	Develop and use a model to describe phenomena.

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A	2	Cells	10	Laboratory: Plasma Membrane 1	SEP.4.6-8.4	Develop a model to describe phenomena.
A	2	Cells	10	Laboratory: Plasma Membrane 1	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
A	2	Cells	11	Laboratory: Plasma Membrane 2	6-8.AF.2.6	Develop and/or use a model to predict and/or describe phenomena.
A	2	Cells	11	Laboratory: Plasma Membrane 2	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	2	Cells	11	Laboratory: Plasma Membrane 2	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
A	2	Cells	11	Laboratory: Plasma Membrane 2	6-8.AG.6.1	Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts; therefore, complex natural and designed structures/systems can be analyzed to determine how they function.
A	2	Cells	11	Laboratory: Plasma Membrane 2	CCC.6.6-8.4	Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.
A	2	Cells	11	Laboratory: Plasma Membrane 2	DCI.LS1.A.6-8.4	Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.
A	2	Cells	11	Laboratory: Plasma Membrane 2	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	2	Cells	11	Laboratory: Plasma Membrane 2	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
A	2	Cells	11	Laboratory: Plasma Membrane 2	SEP.4.6-8.2	Develop a model to describe unobservable mechanisms.
A	2	Cells	11	Laboratory: Plasma Membrane 2	SEP.4.6-8.3	Develop and use a model to describe phenomena.
A	2	Cells	11	Laboratory: Plasma Membrane 2	SEP.4.6-8.4	Develop a model to describe phenomena.
A	2	Cells	11	Laboratory: Plasma Membrane 2	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
A	2	Cells	12	Cell Communication	MS-LS1-8	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
A	2	Cells	13	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	2	Cells	14	Unit Review	Multiple	All assessed standards covered in this unit
A	2	Cells	15	Unit Test	Multiple	All assessed standards covered in this unit
A	3	Cells and Energy	1	Cells and Energy	DCI.LS1.A.6-8.4	Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.

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A	3	Cells and Energy	1	Cells and Energy	DCI.PS3.D.6-8.2 Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials.
A	3	Cells and Energy	1	Cells and Energy	MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
A	3	Cells and Energy	2	Photosynthesis	DCI.LS1.A.6-8.4 Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.
A	3	Cells and Energy	2	Photosynthesis	DCI.LS1.C.6-8.4 Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use.
A	3	Cells and Energy	2	Photosynthesis	DCI.LS1.C.6-8.5 Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.
A	3	Cells and Energy	2	Photosynthesis	DCI.PS3.D.6-8.1 The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (i.e., from sunlight) to occur. In this reaction, carbon dioxide and water combine to form carbon-based organic molecules and release oxygen.
A	3	Cells and Energy	2	Photosynthesis	DCI.PS3.D.6-8.2 Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials.
A	3	Cells and Energy	2	Photosynthesis	MS-LS1-6 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
A	3	Cells and Energy	2	Photosynthesis	MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
A	3	Cells and Energy	3	Modeling Photosynthesis	DCI.LS1.C.6-8.4 Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use.
A	3	Cells and Energy	3	Modeling Photosynthesis	DCI.LS1.C.6-8.5 Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.
A	3	Cells and Energy	3	Modeling Photosynthesis	DCI.PS3.D.6-8.1 The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (i.e., from sunlight) to occur. In this reaction, carbon dioxide and water combine to form carbon-based organic molecules and release oxygen.
A	3	Cells and Energy	3	Modeling Photosynthesis	MS-LS1-6 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
A	3	Cells and Energy	3	Modeling Photosynthesis	MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
A	3	Cells and Energy	3	Modeling Photosynthesis	MS-LS2-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
A	3	Cells and Energy	3	Modeling Photosynthesis	SEP.4.6-8.2 Develop a model to describe unobservable mechanisms.
A	3	Cells and Energy	3	Modeling Photosynthesis	SEP.4.6-8.3 Develop and use a model to describe phenomena.

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A	3	Cells and Energy	3	Modeling Photosynthesis	SEP.4.6-8.4	Develop a model to describe phenomena.
A	3	Cells and Energy	4	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	3	Cells and Energy	5	Breaking Down Glucose	DCI.LS1.A.6-8.4	Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.
A	3	Cells and Energy	5	Breaking Down Glucose	DCI.PS3.D.6-8.2	Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials.
A	3	Cells and Energy	5	Breaking Down Glucose	MS-LS1-7	Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
A	3	Cells and Energy	6	The Breakdown of Glucose	DCI.LS1.A.6-8.4	Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.
A	3	Cells and Energy	6	The Breakdown of Glucose	DCI.LS1.C.6-8.4	Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use.
A	3	Cells and Energy	6	The Breakdown of Glucose	DCI.LS1.C.6-8.5	Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.
A	3	Cells and Energy	6	The Breakdown of Glucose	DCI.PS3.D.6-8.1	The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (i.e., from sunlight) to occur. In this reaction, carbon dioxide and water combine to form carbon-based organic molecules and release oxygen.
A	3	Cells and Energy	6	The Breakdown of Glucose	MS-LS1-6	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
A	3	Cells and Energy	6	The Breakdown of Glucose	MS-LS1-7	Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
A	3	Cells and Energy	7	Laboratory: Cellular Respiration 1	6-8.AF.2.7	Develop a model to describe unobservable mechanisms.
A	3	Cells and Energy	7	Laboratory: Cellular Respiration 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
A	3	Cells and Energy	7	Laboratory: Cellular Respiration 1	6-8.AG.3.5	Phenomena that can be observed at one scale may not be observable at another scale.
A	3	Cells and Energy	7	Laboratory: Cellular Respiration 1	DCI.LS1.C.6-8.5	Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.
A	3	Cells and Energy	7	Laboratory: Cellular Respiration 1	DCI.PS3.D.6-8.2	Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials.

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A	3	Cells and Energy	7	Laboratory: Cellular Respiration 1	SEP.12.6-8.2	Use mathematical representations to support scientific conclusions and design solutions.
A	3	Cells and Energy	7	Laboratory: Cellular Respiration 1	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	3	Cells and Energy	7	Laboratory: Cellular Respiration 1	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
A	3	Cells and Energy	7	Laboratory: Cellular Respiration 1	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
A	3	Cells and Energy	8	Laboratory: Cellular Respiration 2	6-8.AF.2.7	Develop a model to describe unobservable mechanisms.
A	3	Cells and Energy	8	Laboratory: Cellular Respiration 2	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
A	3	Cells and Energy	8	Laboratory: Cellular Respiration 2	6-8.AG.3.5	Phenomena that can be observed at one scale may not be observable at another scale.
A	3	Cells and Energy	8	Laboratory: Cellular Respiration 2	DCI.LS1.C.6-8.5	Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.
A	3	Cells and Energy	8	Laboratory: Cellular Respiration 2	DCI.PS3.D.6-8.2	Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials.
A	3	Cells and Energy	8	Laboratory: Cellular Respiration 2	SEP.12.6-8.2	Use mathematical representations to support scientific conclusions and design solutions.
A	3	Cells and Energy	8	Laboratory: Cellular Respiration 2	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	3	Cells and Energy	8	Laboratory: Cellular Respiration 2	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
A	3	Cells and Energy	8	Laboratory: Cellular Respiration 2	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
A	3	Cells and Energy	9	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	3	Cells and Energy	10	Diffusion and Osmosis	DCI.LS1.A.6-8.4	Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.
A	3	Cells and Energy	11	Cell Division	N/A	No grade-level state specific standards applicable for this lesson
A	3	Cells and Energy	12	Mitosis	N/A	No grade-level state specific standards applicable for this lesson

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A	3	Cells and Energy	13	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	3	Cells and Energy	14	Unit Review	Multiple	All assessed standards covered in this unit
A	3	Cells and Energy	15	Unit Test	Multiple	All assessed standards covered in this unit
A	4	Living Systems	1	Living Systems	CCC.6.6-8.4	Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.
A	4	Living Systems	1	Living Systems	CCC.6.6-8.5	Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.
A	4	Living Systems	1	Living Systems	DCI.LS1.A.6-8.5	In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.
A	4	Living Systems	1	Living Systems	MS-LS1-3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
A	4	Living Systems	1	Living Systems	MS-LS1-8	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
A	4	Living Systems	1	Living Systems	SEP.5.6-8.3	Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon.
A	4	Living Systems	1	Living Systems	SEP.5.6-8.4	Use an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
A	4	Living Systems	1	Living Systems	SEP.5.6-8.5	Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
A	4	Living Systems	2	Levels of an Organ System	DCI.LS1.A.6-8.5	In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.
A	4	Living Systems	3	Muscular and Skeletal Systems	DCI.LS1.A.6-8.5	In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.
A	4	Living Systems	3	Muscular and Skeletal Systems	MS-LS1-3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
A	4	Living Systems	4	Chicken Wing Anatomy	DCI.LS1.A.6-8.5	In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.

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A	4	Living Systems	5	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	4	Living Systems	6	Respiratory System	MS-LS1-3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
A	4	Living Systems	7	Circulatory System	DCI.LS1.A.6-8.5	In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.
A	4	Living Systems	7	Circulatory System	MS-LS1-3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
A	4	Living Systems	8	How the Blood and Air Flow	DCI.LS1.A.6-8.5	In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.
A	4	Living Systems	9	Digestive and Excretory Systems	DCI.LS1.A.6-8.5	In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.
A	4	Living Systems	9	Digestive and Excretory Systems	MS-LS1-3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
A	4	Living Systems	10	Nervous System	DCI.LS1.D.6-8.3	Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.
A	4	Living Systems	10	Nervous System	MS-LS1-3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
A	4	Living Systems	10	Nervous System	MS-LS1-8	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
A	4	Living Systems	11	The Senses	DCI.LS1.D.6-8.3	Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.
A	4	Living Systems	11	The Senses	MS-LS1-8	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
A	4	Living Systems	12	Laboratory: Response to Stimuli 1	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	4	Living Systems	12	Laboratory: Response to Stimuli 1	6-8.AF.8.5	Communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations.
A	4	Living Systems	12	Laboratory: Response to Stimuli 1	6-8.AG.4.1	Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems.

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A	4	Living Systems	12	Laboratory: Response to Stimuli 1	DCI.LS1.D.6-8.3 Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.
A	4	Living Systems	12	Laboratory: Response to Stimuli 1	MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
A	4	Living Systems	12	Laboratory: Response to Stimuli 1	SEP.2.6-8.1 Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	4	Living Systems	12	Laboratory: Response to Stimuli 1	SEP.3.6-8.7 Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
A	4	Living Systems	12	Laboratory: Response to Stimuli 1	SEP.7.6-8.3 Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
A	4	Living Systems	13	Laboratory: Response to Stimuli 2	6-8.AF.3.1 Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	4	Living Systems	13	Laboratory: Response to Stimuli 2	6-8.AF.8.5 Communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations.
A	4	Living Systems	13	Laboratory: Response to Stimuli 2	6-8.AG.4.1 Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems.
A	4	Living Systems	13	Laboratory: Response to Stimuli 2	DCI.LS1.D.6-8.3 Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.
A	4	Living Systems	13	Laboratory: Response to Stimuli 2	SEP.2.6-8.1 Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	4	Living Systems	13	Laboratory: Response to Stimuli 2	SEP.3.6-8.7 Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
A	4	Living Systems	13	Laboratory: Response to Stimuli 2	SEP.7.6-8.3 Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
A	4	Living Systems	14	Paralysis and the CNS	DCI.LS1.D.6-8.3 Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.
A	4	Living Systems	15	Immune and Lymphatic Systems	N/A No grade-level state specific standards applicable for this lesson

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A	4	Living Systems	16	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	4	Living Systems	17	Endocrine and Integumentary	MS-LS1-3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
A	4	Living Systems	18	How Systems Work Together	CCC.4.6-8.4	Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems.
A	4	Living Systems	18	How Systems Work Together	CCC.6.6-8.4	Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.
A	4	Living Systems	18	How Systems Work Together	CCC.6.6-8.5	Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.
A	4	Living Systems	18	How Systems Work Together	DCI.LS1.A.6-8.5	In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.
A	4	Living Systems	18	How Systems Work Together	MS-LS1-3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
A	4	Living Systems	18	How Systems Work Together	MS-LS1-8	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
A	4	Living Systems	18	How Systems Work Together	SEP.5.6-8.3	Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon.
A	4	Living Systems	18	How Systems Work Together	SEP.5.6-8.4	Use an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
A	4	Living Systems	18	How Systems Work Together	SEP.5.6-8.5	Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
A	4	Living Systems	19	Unit Review	Multiple	All assessed standards covered in this unit
A	4	Living Systems	20	Unit Test	Multiple	All assessed standards covered in this unit
A	5	Animals and Species	1	Animals and Species	N/A	No grade-level state specific standards applicable for this lesson
A	5	Animals and Species	2	Sponges and Flatworms	N/A	No grade-level state specific standards applicable for this lesson
A	5	Animals and Species	3	Cnidarians and Roundworms	N/A	No grade-level state specific standards applicable for this lesson
A	5	Animals and Species	4	Annelids and Arthropods	N/A	No grade-level state specific standards applicable for this lesson
A	5	Animals and Species	5	Fish and Amphibians	N/A	No grade-level state specific standards applicable for this lesson
A	5	Animals and Species	6	Amphibians	N/A	No grade-level state specific standards applicable for this lesson

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A	5	Animals and Species	7	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	5	Animals and Species	8	Reptiles, Birds, and Mammals	DCI.LS1.A.6-8.3	All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).
A	5	Animals and Species	8	Reptiles, Birds, and Mammals	DCI.LS4.A.6-8.5	Comparison of the embryological development of different species also reveals similarities that show relationships not evident in the fully-formed anatomy.
A	5	Animals and Species	8	Reptiles, Birds, and Mammals	MS-LS4-2	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
A	5	Animals and Species	9	Distinguishing Phyla	N/A	No grade-level state specific standards applicable for this lesson
A	5	Animals and Species	10	Comparison Within Species	N/A	No grade-level state specific standards applicable for this lesson
A	5	Animals and Species	11	Continuation of Species	DCI.LS1.B.6-8.3	Animals engage in characteristic behaviors that increase the odds of reproduction.
A	5	Animals and Species	11	Continuation of Species	DCI.LS1.B.6-8.6	Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring.
A	5	Animals and Species	11	Continuation of Species	DCI.LS3.B.6-8.4	In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.
A	5	Animals and Species	11	Continuation of Species	MS-LS1-4	Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
A	5	Animals and Species	11	Continuation of Species	MS-LS3-2	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
A	5	Animals and Species	12	Cells for Reproduction	DCI.LS1.B.6-8.4	Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction.
A	5	Animals and Species	12	Cells for Reproduction	DCI.LS1.B.6-8.6	Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring.
A	5	Animals and Species	12	Cells for Reproduction	DCI.LS3.B.6-8.4	In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.
A	5	Animals and Species	13	Sexual and Asexual Reproduction	DCI.LS1.B.6-8.6	Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring.
A	5	Animals and Species	13	Sexual and Asexual Reproduction	MS-LS1-4	Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

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A	5	Animals and Species	13	Sexual and Asexual Reproduction	MS-LS3-2	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
A	5	Animals and Species	14	Life Cycles	N/A	No grade-level state specific standards applicable for this lesson
A	5	Animals and Species	15	Laboratory: Classify Animals 1	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	5	Animals and Species	15	Laboratory: Classify Animals 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
A	5	Animals and Species	15	Laboratory: Classify Animals 1	6-8.AG.1.4	Graphs, charts, and images can be used to identify patterns in data.
A	5	Animals and Species	15	Laboratory: Classify Animals 1	DCI.LS4.A.6-8.4	Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record, enable the reconstruction of evolutionary history and the inference of lines of evolutionary descent.
A	5	Animals and Species	15	Laboratory: Classify Animals 1	MS-LS4-2	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
A	5	Animals and Species	15	Laboratory: Classify Animals 1	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	5	Animals and Species	15	Laboratory: Classify Animals 1	SEP.3.6-8.7	Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
A	5	Animals and Species	15	Laboratory: Classify Animals 1	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
A	5	Animals and Species	16	Laboratory: Classify Animals 2	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	5	Animals and Species	16	Laboratory: Classify Animals 2	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
A	5	Animals and Species	16	Laboratory: Classify Animals 2	6-8.AG.1.4	Graphs, charts, and images can be used to identify patterns in data.
A	5	Animals and Species	16	Laboratory: Classify Animals 2	DCI.LS4.A.6-8.4	Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record, enable the reconstruction of evolutionary history and the inference of lines of evolutionary descent.
A	5	Animals and Species	16	Laboratory: Classify Animals 2	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	5	Animals and Species	16	Laboratory: Classify Animals 2	SEP.3.6-8.7	Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
A	5	Animals and Species	16	Laboratory: Classify Animals 2	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.

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A	5	Animals and Species	17	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	5	Animals and Species	18	Unit Review	Multiple	All assessed standards covered in this unit
A	5	Animals and Species	19	Unit Test	Multiple	All assessed standards covered in this unit
B	1	Interdependence of Life	1	Organisms and Their Needs	DCI.LS1.C.6-8.4	Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use.
B	1	Interdependence of Life	1	Organisms and Their Needs	DCI.LS2.A.6-8.4	Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.
B	1	Interdependence of Life	1	Organisms and Their Needs	DCI.LS2.A.6-8.5	In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.
B	1	Interdependence of Life	1	Organisms and Their Needs	MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
B	1	Interdependence of Life	1	Organisms and Their Needs	MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
B	1	Interdependence of Life	1	Organisms and Their Needs	MS-LS1-5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
B	1	Interdependence of Life	1	Organisms and Their Needs	MS-LS2-1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
B	1	Interdependence of Life	1	Organisms and Their Needs	MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
B	1	Interdependence of Life	2	Staying Balanced	DCI.LS1.A.6-8.5	In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.
B	1	Interdependence of Life	3	Responses	DCI.LS1.D.6-8.3	Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.
B	1	Interdependence of Life	3	Responses	MS-LS1-8	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
B	1	Interdependence of Life	4	Ecosystems	DCI.LS2.A.6-8.4	Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.

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B	1	Interdependence of Life	4	Ecosystems	DCI.LS2.A.6-8.5	In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.
B	1	Interdependence of Life	4	Ecosystems	DCI.LS2.A.6-8.6	Growth of organisms and population increases are limited by access to resources.
B	1	Interdependence of Life	4	Ecosystems	DCI.LS2.A.6-8.7	Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared.
B	1	Interdependence of Life	4	Ecosystems	DCI.LS2.B.6-8.2	Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.
B	1	Interdependence of Life	4	Ecosystems	DCI.LS2.C.6-8.2	Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.
B	1	Interdependence of Life	5	Population Limits	DCI.LS2.A.6-8.4	Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.
B	1	Interdependence of Life	5	Population Limits	DCI.LS2.A.6-8.5	In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.
B	1	Interdependence of Life	5	Population Limits	DCI.LS2.A.6-8.6	Growth of organisms and population increases are limited by access to resources.
B	1	Interdependence of Life	5	Population Limits	DCI.LS2.C.6-8.2	Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.
B	1	Interdependence of Life	5	Population Limits	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
B	1	Interdependence of Life	5	Population Limits	MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
B	1	Interdependence of Life	5	Population Limits	MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
B	1	Interdependence of Life	5	Population Limits	MS-LS1-5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
B	1	Interdependence of Life	5	Population Limits	MS-LS2-1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
B	1	Interdependence of Life	5	Population Limits	MS-LS2-2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

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B	1	Interdependence of Life	5	Population Limits	MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
B	1	Interdependence of Life	6	Populations	DCI.LS2.A.6-8.5	In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.
B	1	Interdependence of Life	6	Populations	DCI.LS2.A.6-8.6	Growth of organisms and population increases are limited by access to resources.
B	1	Interdependence of Life	6	Populations	DCI.LS2.A.6-8.7	Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared.
B	1	Interdependence of Life	6	Populations	DCI.LS2.C.6-8.2	Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.
B	1	Interdependence of Life	7	Cycles in Nature	CCC.5.6-8.4	Matter is conserved because atoms are conserved in physical and chemical processes.
B	1	Interdependence of Life	7	Cycles in Nature	CCC.5.6-8.7	Within a natural system, the transfer of energy drives the motion and/or cycling of matter.
B	1	Interdependence of Life	7	Cycles in Nature	CCC.5.6-8.8	The transfer of energy can be tracked as energy flows through a natural system.
B	1	Interdependence of Life	7	Cycles in Nature	DCI.LS1.C.6-8.4	Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use.
B	1	Interdependence of Life	7	Cycles in Nature	DCI.LS2.B.6-8.2	Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.
B	1	Interdependence of Life	7	Cycles in Nature	DCI.PS3.D.6-8.1	The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (i.e., from sunlight) to occur. In this reaction, carbon dioxide and water combine to form carbon-based organic molecules and release oxygen.
B	1	Interdependence of Life	7	Cycles in Nature	DCI.PS3.D.6-8.2	Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials.
B	1	Interdependence of Life	7	Cycles in Nature	MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
B	1	Interdependence of Life	7	Cycles in Nature	MS-LS2-3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
B	1	Interdependence of Life	8	Energy Flow in Ecosystems	CCC.5.6-8.4	Matter is conserved because atoms are conserved in physical and chemical processes.

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B	1	Interdependence of Life	8	Energy Flow	CCC.5.6-8.7	Within a natural system, the transfer of energy drives the motion and/or cycling of matter.
B	1	Interdependence of Life	8	Energy Flow in Ecosystems	CCC.5.6-8.8	The transfer of energy can be tracked as energy flows through a natural system.
B	1	Interdependence of Life	8	Energy Flow in Ecosystems	DCI.LS2.B.6-8.2	Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.
B	1	Interdependence of Life	8	Energy Flow in Ecosystems	MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
B	1	Interdependence of Life	8	Energy Flow in Ecosystems	MS-LS2-3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
B	1	Interdependence of Life	9	Food Chains	CCC.5.6-8.8	The transfer of energy can be tracked as energy flows through a natural system.
B	1	Interdependence of Life	9	Food Chains	DCI.LS2.B.6-8.2	Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.
B	1	Interdependence of Life	9	Food Chains	MS-LS2-3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
B	1	Interdependence of Life	9	Food Chains	MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
B	1	Interdependence of Life	10	Food Webs	CCC.5.6-8.7	Within a natural system, the transfer of energy drives the motion and/or cycling of matter.
B	1	Interdependence of Life	10	Food Webs	CCC.5.6-8.8	The transfer of energy can be tracked as energy flows through a natural system.
B	1	Interdependence of Life	10	Food Webs	DCI.LS2.B.6-8.2	Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.
B	1	Interdependence of Life	10	Food Webs	DCI.LS4.D.6-8.3	Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling.
B	1	Interdependence of Life	10	Food Webs	MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
B	1	Interdependence of Life	10	Food Webs	MS-LS2-3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

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B	1	Interdependence of Life	11	The Role of Photosynthesis	DCI.LS1.A.6-8.4	Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.
B	1	Interdependence of Life	11	The Role of Photosynthesis	DCI.LS1.C.6-8.4	Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use.
B	1	Interdependence of Life	11	The Role of Photosynthesis	DCI.LS1.C.6-8.5	Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.
B	1	Interdependence of Life	11	The Role of Photosynthesis	DCI.PS3.D.6-8.1	The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (i.e., from sunlight) to occur. In this reaction, carbon dioxide and water combine to form carbon-based organic molecules and release oxygen.
B	1	Interdependence of Life	11	The Role of Photosynthesis	MS-LS1-6	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
B	1	Interdependence of Life	12	A New Organism in the Food Web	DCI.LS2.A.6-8.5	In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.
B	1	Interdependence of Life	12	A New Organism in the Food Web	DCI.LS2.A.6-8.6	Growth of organisms and population increases are limited by access to resources.
B	1	Interdependence of Life	12	A New Organism in the Food Web	DCI.LS2.A.6-8.7	Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared.
B	1	Interdependence of Life	12	A New Organism in the Food Web	DCI.LS2.C.6-8.2	Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.
B	1	Interdependence of Life	13	Competitive Relationships	CCC.1.6-8.11	Graphs and charts can be used to identify patterns in data.
B	1	Interdependence of Life	13	Competitive Relationships	DCI.LS2.A.6-8.4	Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.
B	1	Interdependence of Life	13	Competitive Relationships	DCI.LS2.A.6-8.5	In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.
B	1	Interdependence of Life	13	Competitive Relationships	DCI.LS2.A.6-8.7	Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared.
B	1	Interdependence of Life	13	Competitive Relationships	DCI.LS2.C.6-8.2	Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.

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B	1	Interdependence of Life	13	Competitive Relationships	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
B	1	Interdependence of Life	13	Competitive Relationships	MS-LS1-5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
B	1	Interdependence of Life	13	Competitive Relationships	MS-LS2-1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
B	1	Interdependence of Life	13	Competitive Relationships	MS-LS2-2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
B	1	Interdependence of Life	13	Competitive Relationships	MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
B	1	Interdependence of Life	14	Cooperative Relationships	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
B	1	Interdependence of Life	14	Cooperative Relationships	MS-LS2-2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
B	1	Interdependence of Life	15	Symbiotic Partners	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
B	1	Interdependence of Life	15	Symbiotic Partners	MS-LS2-2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	6-8.AF.4.4	Analyze and interpret data to provide evidence for phenomena.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	6-8.AG.2.2	Cause and effect relationships may be used to predict phenomena in natural or designed systems.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	CCC.1.6-8.12	Patterns can be used to identify cause and effect relationships.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	CCC.2.6-8.6	Cause and effect relationships may be used to predict phenomena in natural or designed systems.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	CCC.2.6-8.7	Cause and effect relationships may be used to predict phenomena in natural systems.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	CCC.2.6-8.8	Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	CCC.3.6-8.7	Phenomena that can be observed at one scale may not be observable at another scale.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	DCI.LS2.A.6-8.4	Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	DCI.LS2.A.6-8.5	In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.

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B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	DCI.LS2.A.6-8.6	Growth of organisms and population increases are limited by access to resources.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	DCI.LS2.C.6-8.2	Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	MS-LS2-1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	SEP.1.6-8.3	Analyze and interpret data to provide evidence for phenomena.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	SEP.3.6-8.7	Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	SEP.5.6-8.3	Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	SEP.5.6-8.4	Use an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	SEP.5.6-8.5	Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
B	1	Interdependence of Life	16	Laboratory: Organisms and Populations 1	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	6-8.AF.4.4	Analyze and interpret data to provide evidence for phenomena.
B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	6-8.AG.2.2	Cause and effect relationships may be used to predict phenomena in natural or designed systems.
B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	CCC.1.6-8.12	Patterns can be used to identify cause and effect relationships.
B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	CCC.2.6-8.6	Cause and effect relationships may be used to predict phenomena in natural or designed systems.
B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	CCC.2.6-8.7	Cause and effect relationships may be used to predict phenomena in natural systems.
B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	CCC.2.6-8.8	Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.
B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	CCC.3.6-8.7	Phenomena that can be observed at one scale may not be observable at another scale.

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B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	DCI.LS2.A.6-8.4	Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.
B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	DCI.LS2.A.6-8.5	In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.
B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	DCI.LS2.A.6-8.6	Growth of organisms and population increases are limited by access to resources.
B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	DCI.LS2.C.6-8.2	Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.
B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	DCI.LS4.C.6-8.2	Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes.
B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	SEP.1.6-8.3	Analyze and interpret data to provide evidence for phenomena.
B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	SEP.3.6-8.7	Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	SEP.5.6-8.3	Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon.
B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	SEP.5.6-8.4	Use an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	SEP.5.6-8.5	Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
B	1	Interdependence of Life	17	Laboratory: Organisms and Populations 2	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
B	1	Interdependence of Life	18	Unit Review	Multiple	All assessed standards covered in this unit
B	1	Interdependence of Life	19	Unit Test	Multiple	All assessed standards covered in this unit
B	2	Adaptation and Change	1	Change Over Time	DCI.LS4.B.6-8.2	Natural selection leads to the predominance of certain traits in a population, and the suppression of others.
B	2	Adaptation and Change	1	Change Over Time	MS-LS4-4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
B	2	Adaptation and Change	1	Change Over Time	MS-LS4-6	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.
B	2	Adaptation and Change	2	Structural Adaptations	DCI.LS1.B.6-8.3	Animals engage in characteristic behaviors that increase the odds of reproduction.

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B	2	Adaptation and Change	2	Structural Adaptations	MS-LS1-4	Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
B	2	Adaptation and Change	3	Organisms and Biomes	N/A	No grade-level state specific standards applicable for this lesson
B	2	Adaptation and Change	4	Behavioral Adaptations	DCI.LS1.B.6-8.3	Animals engage in characteristic behaviors that increase the odds of reproduction.
B	2	Adaptation and Change	4	Behavioral Adaptations	MS-LS1-4	Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
B	2	Adaptation and Change	5	Extinct or Endangered?	N/A	No grade-level state specific standards applicable for this lesson
B	2	Adaptation and Change	6	Meet an Endangered Species	N/A	No grade-level state specific standards applicable for this lesson
B	2	Adaptation and Change	7	Changes in Ecosystems	CCC.7.6-8.3	Small changes in one part of a system might cause large changes in another part.
B	2	Adaptation and Change	7	Changes in Ecosystems	DCI.LS2.A.6-8.4	Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.
B	2	Adaptation and Change	7	Changes in Ecosystems	DCI.LS2.A.6-8.5	In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.
B	2	Adaptation and Change	7	Changes in Ecosystems	DCI.LS2.A.6-8.7	Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared.
B	2	Adaptation and Change	7	Changes in Ecosystems	DCI.LS2.B.6-8.2	Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.
B	2	Adaptation and Change	7	Changes in Ecosystems	DCI.LS2.C.6-8.2	Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.
B	2	Adaptation and Change	7	Changes in Ecosystems	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
B	2	Adaptation and Change	7	Changes in Ecosystems	MS-LS1-5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
B	2	Adaptation and Change	7	Changes in Ecosystems	MS-LS2-1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
B	2	Adaptation and Change	7	Changes in Ecosystems	MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
B	2	Adaptation and Change	7	Changes in Ecosystems	SEP.1.6-8.3	Analyze and interpret data to provide evidence for phenomena.
B	2	Adaptation and Change	8	Rates of Environmental Change	N/A	No grade-level state specific standards applicable for this lesson

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B	2	Adaptation and Change	9	Mount St. Helens Succession	N/A	No grade-level state specific standards applicable for this lesson
B	2	Adaptation and Change	10	Population Changes	DCI.LS2.A.6-8.4	Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.
B	2	Adaptation and Change	10	Population Changes	DCI.LS2.A.6-8.5	In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.
B	2	Adaptation and Change	10	Population Changes	DCI.LS2.A.6-8.6	Growth of organisms and population increases are limited by access to resources.
B	2	Adaptation and Change	10	Population Changes	DCI.LS2.C.6-8.2	Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.
B	2	Adaptation and Change	10	Population Changes	MS-LS2-1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
B	2	Adaptation and Change	10	Population Changes	MS-LS2-2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
B	2	Adaptation and Change	10	Population Changes	MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
B	2	Adaptation and Change	11	Laboratory: Adaptations and Population Changes 1	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
B	2	Adaptation and Change	11	Laboratory: Adaptations and Population Changes 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	2	Adaptation and Change	11	Laboratory: Adaptations and Population Changes 1	6-8.AG.2.2	Cause and effect relationships may be used to predict phenomena in natural or designed systems.
B	2	Adaptation and Change	11	Laboratory: Adaptations and Population Changes 1	CCC.1.6-8.13	Graphs, charts, and images can be used to identify patterns in data.
B	2	Adaptation and Change	11	Laboratory: Adaptations and Population Changes 1	DCI.LS2.A.6-8.7	Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared.
B	2	Adaptation and Change	11	Laboratory: Adaptations and Population Changes 1	DCI.LS4.B.6-8.2	Natural selection leads to the predominance of certain traits in a population, and the suppression of others.
B	2	Adaptation and Change	11	Laboratory: Adaptations and Population Changes 1	DCI.LS4.C.6-8.2	Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes.
B	2	Adaptation and Change	11	Laboratory: Adaptations and Population Changes 1	MS-LS4-4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
B	2	Adaptation and Change	11	Laboratory: Adaptations and Population Changes 1	MS-LS4-6	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

B	2	Adaptation and Change	11	Laboratory: Adaptations and Population Changes 1	SEP.12.6-8.2	Use mathematical representations to support scientific conclusions and design solutions.
B	2	Adaptation and Change	11	Laboratory: Adaptations and Population Changes 1	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
B	2	Adaptation and Change	11	Laboratory: Adaptations and Population Changes 1	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
B	2	Adaptation and Change	11	Laboratory: Adaptations and Population Changes 1	SEP.3.6-8.6	Construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena.
B	2	Adaptation and Change	11	Laboratory: Adaptations and Population Changes 1	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
B	2	Adaptation and Change	12	Laboratory: Adaptations and Population Changes 2	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
B	2	Adaptation and Change	12	Laboratory: Adaptations and Population Changes 2	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	2	Adaptation and Change	12	Laboratory: Adaptations and Population Changes 2	6-8.AG.2.2	Cause and effect relationships may be used to predict phenomena in natural or designed systems.
B	2	Adaptation and Change	12	Laboratory: Adaptations and Population Changes 2	CCC.1.6-8.13	Graphs, charts, and images can be used to identify patterns in data.
B	2	Adaptation and Change	12	Laboratory: Adaptations and Population Changes 2	DCI.LS2.A.6-8.7	Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared.
B	2	Adaptation and Change	12	Laboratory: Adaptations and Population Changes 2	DCI.LS4.B.6-8.2	Natural selection leads to the predominance of certain traits in a population, and the suppression of others.
B	2	Adaptation and Change	12	Laboratory: Adaptations and Population Changes 2	DCI.LS4.C.6-8.2	Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes.
B	2	Adaptation and Change	12	Laboratory: Adaptations and Population Changes 2	SEP.12.6-8.2	Use mathematical representations to support scientific conclusions and design solutions.
B	2	Adaptation and Change	12	Laboratory: Adaptations and Population Changes 2	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
B	2	Adaptation and Change	12	Laboratory: Adaptations and Population Changes 2	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
B	2	Adaptation and Change	12	Laboratory: Adaptations and Population Changes 2	SEP.3.6-8.6	Construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena.
B	2	Adaptation and Change	12	Laboratory: Adaptations and Population Changes 2	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
B	2	Adaptation and Change	13	Biodiversity	DCI.LS2.C.6-8.3	Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health.

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B	2	Adaptation and Change	13	Biodiversity	DCI.LS4.D.6-8.3	Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling.
B	2	Adaptation and Change	14	Nutrient Recycling	N/A	No grade-level state specific standards applicable for this lesson
B	2	Adaptation and Change	15	The Human Factor Part 1	DCI.ESS3.C.6-8.3	Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things.
B	2	Adaptation and Change	15	The Human Factor Part 1	DCI.ETS1.B.6-8.5	There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem.
B	2	Adaptation and Change	15	The Human Factor Part 1	DCI.LS4.D.6-8.3	Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling.
B	2	Adaptation and Change	15	The Human Factor Part 1	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
B	2	Adaptation and Change	16	The Human Factor Part 2	DCI.ESS3.C.6-8.3	Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things.
B	2	Adaptation and Change	16	The Human Factor Part 2	DCI.ETS1.B.6-8.5	There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem.
B	2	Adaptation and Change	16	The Human Factor Part 2	DCI.LS4.D.6-8.3	Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling.
B	2	Adaptation and Change	16	The Human Factor Part 2	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
B	2	Adaptation and Change	17	Preventing Erosion	DCI.ESS2.A.6-8.4	All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms.
B	2	Adaptation and Change	17	Preventing Erosion	DCI.ESS2.A.6-8.5	The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.
B	2	Adaptation and Change	17	Preventing Erosion	DCI.ETS1.B.6-8.5	There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem.
B	2	Adaptation and Change	17	Preventing Erosion	DCI.LS4.D.6-8.3	Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling.
B	2	Adaptation and Change	17	Preventing Erosion	SEP.5.6-8.6	Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.
B	2	Adaptation and Change	18	Maintaining Biodiversity	DCI.ETS1.B.6-8.5	There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem.
B	2	Adaptation and Change	18	Maintaining Biodiversity	DCI.LS2.C.6-8.3	Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health.
B	2	Adaptation and Change	18	Maintaining Biodiversity	DCI.LS4.D.6-8.3	Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling.

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B	2	Adaptation and Change	18	Maintaining Biodiversity	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
B	2	Adaptation and Change	18	Maintaining Biodiversity	MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
B	2	Adaptation and Change	18	Maintaining Biodiversity	MS-LS2-5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
B	2	Adaptation and Change	18	Maintaining Biodiversity	SEP.5.6-8.6	Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.
B	2	Adaptation and Change	19	Unit Review	Multiple	All assessed standards covered in this unit
B	2	Adaptation and Change	20	Unit Test	Multiple	All assessed standards covered in this unit
B	3	Genetics and Heredity	1	Genetics and Heredity	DCI.LS3.A.6-8.4	Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.
B	3	Genetics and Heredity	1	Genetics and Heredity	DCI.LS3.A.6-8.5	Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited.
B	3	Genetics and Heredity	1	Genetics and Heredity	DCI.LS3.B.6-8.5	In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism.
B	3	Genetics and Heredity	1	Genetics and Heredity	MS-LS1-5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
B	3	Genetics and Heredity	1	Genetics and Heredity	MS-LS3-1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
B	3	Genetics and Heredity	1	Genetics and Heredity	MS-LS4-4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
B	3	Genetics and Heredity	2	Mendel's Pea Plants	DCI.LS3.A.6-8.5	Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited.
B	3	Genetics and Heredity	2	Mendel's Pea Plants	MS-LS1-5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
B	3	Genetics and Heredity	2	Mendel's Pea Plants	MS-LS3-1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
B	3	Genetics and Heredity	2	Mendel's Pea Plants	MS-LS4-4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
B	3	Genetics and Heredity	3	Genes and Alleles	DCI.LS3.A.6-8.4	Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.

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B	3	Genetics and Heredity	3	Genes and Alleles	DCI.LS3.A.6-8.5	Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited.
B	3	Genetics and Heredity	3	Genes and Alleles	DCI.LS3.B.6-8.4	In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.
B	3	Genetics and Heredity	3	Genes and Alleles	DCI.LS4.B.6-8.2	Natural selection leads to the predominance of certain traits in a population, and the suppression of others.
B	3	Genetics and Heredity	3	Genes and Alleles	MS-LS1-5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
B	3	Genetics and Heredity	3	Genes and Alleles	MS-LS3-1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
B	3	Genetics and Heredity	3	Genes and Alleles	MS-LS4-4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
B	3	Genetics and Heredity	4	Inheritance	DCI.LS3.A.6-8.4	Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.
B	3	Genetics and Heredity	4	Inheritance	DCI.LS3.B.6-8.4	In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.
B	3	Genetics and Heredity	4	Inheritance	DCI.LS4.B.6-8.2	Natural selection leads to the predominance of certain traits in a population, and the suppression of others.
B	3	Genetics and Heredity	4	Inheritance	MS-LS1-5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
B	3	Genetics and Heredity	4	Inheritance	MS-LS3-1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
B	3	Genetics and Heredity	4	Inheritance	MS-LS4-4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
B	3	Genetics and Heredity	5	Punnett Squares	CCC.1.6-8.13	Graphs, charts, and images can be used to identify patterns in data.
B	3	Genetics and Heredity	5	Punnett Squares	DCI.LS3.A.6-8.4	Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.
B	3	Genetics and Heredity	5	Punnett Squares	DCI.LS3.A.6-8.5	Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited.

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B	3	Genetics and Heredity	5	Punnett Squares	DCI.LS3.B.6-8.4 In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.
B	3	Genetics and Heredity	5	Punnett Squares	DCI.LS4.B.6-8.2 Natural selection leads to the predominance of certain traits in a population, and the suppression of others.
B	3	Genetics and Heredity	5	Punnett Squares	MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
B	3	Genetics and Heredity	5	Punnett Squares	MS-LS3-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
B	3	Genetics and Heredity	5	Punnett Squares	MS-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
B	3	Genetics and Heredity	5	Punnett Squares	MS-LS4-4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
B	3	Genetics and Heredity	5	Punnett Squares	SEP.12.6-8.2 Use mathematical representations to support scientific conclusions and design solutions.
B	3	Genetics and Heredity	5	Punnett Squares	SEP.3.6-8.6 Construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena.
B	3	Genetics and Heredity	6	Similarities Among Organisms	DCI.LS3.A.6-8.5 Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited.
B	3	Genetics and Heredity	6	Similarities Among Organisms	MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
B	3	Genetics and Heredity	6	Similarities Among Organisms	MS-LS3-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
B	3	Genetics and Heredity	6	Similarities Among Organisms	MS-LS4-4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
B	3	Genetics and Heredity	7	Chromosomes	DCI.LS3.A.6-8.4 Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.
B	3	Genetics and Heredity	7	Chromosomes	DCI.LS3.B.6-8.5 In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism.
B	3	Genetics and Heredity	8	Meiosis	DCI.LS3.A.6-8.5 Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited.
B	3	Genetics and Heredity	8	Meiosis	DCI.LS3.B.6-8.4 In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.

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B	3	Genetics and Heredity	8	Meiosis	MS-LS3-2	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
B	3	Genetics and Heredity	9	Meiosis and Mitosis	DCI.LS3.A.6-8-5	Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited.
B	3	Genetics and Heredity	9	Meiosis and Mitosis	DCI.LS3.B.6-8-4	In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.
B	3	Genetics and Heredity	9	Meiosis and Mitosis	MS-LS3-2	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
B	3	Genetics and Heredity	10	Mutations	DCI.LS3.A.6-8-4	Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.
B	3	Genetics and Heredity	10	Mutations	DCI.LS3.B.6-8-5	In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism.
B	3	Genetics and Heredity	10	Mutations	MS-LS1-5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
B	3	Genetics and Heredity	10	Mutations	MS-LS3-1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
B	3	Genetics and Heredity	10	Mutations	MS-LS4-4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
B	3	Genetics and Heredity	11	Genetic and Environmental Factors	DCI.LS1.B.6-8-5	Genetic factors as well as local conditions affect the growth of the adult plant.
B	3	Genetics and Heredity	11	Genetic and Environmental Factors	MS-LS1-5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
B	3	Genetics and Heredity	12	Karyotypes	DCI.LS3.A.6-8-4	Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.
B	3	Genetics and Heredity	12	Karyotypes	DCI.LS3.B.6-8-5	In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism.
B	3	Genetics and Heredity	12	Karyotypes	MS-LS3-1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

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B	3	Genetics and Heredity	13	Genetic Engineering	CCC.10.6-8.3	Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes.
B	3	Genetics and Heredity	13	Genetic Engineering	DCI.LS4.B.6-8.3	In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring.
B	3	Genetics and Heredity	13	Genetic Engineering	MS-LS4-5	Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.
B	3	Genetics and Heredity	13	Genetic Engineering	SEP.6.6-8.1	Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.
B	3	Genetics and Heredity	14	Debating Genetic Engineering	CCC.10.6-8.3	Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes.
B	3	Genetics and Heredity	14	Debating Genetic Engineering	DCI.LS4.B.6-8.3	In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring.
B	3	Genetics and Heredity	14	Debating Genetic Engineering	MS-LS4-5	Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.
B	3	Genetics and Heredity	14	Debating Genetic Engineering	SEP.6.6-8.1	Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.
B	3	Genetics and Heredity	15	Laboratory: Genetic Variation 1	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
B	3	Genetics and Heredity	15	Laboratory: Genetic Variation 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	3	Genetics and Heredity	15	Laboratory: Genetic Variation 1	6-8.AG.2.2	Cause and effect relationships may be used to predict phenomena in natural or designed systems.
B	3	Genetics and Heredity	15	Laboratory: Genetic Variation 1	DCI.LS3.A.6-8.5	Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited.
B	3	Genetics and Heredity	15	Laboratory: Genetic Variation 1	DCI.LS3.B.6-8.4	In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.
B	3	Genetics and Heredity	15	Laboratory: Genetic Variation 1	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
B	3	Genetics and Heredity	15	Laboratory: Genetic Variation 1	SEP.4.6-8.3	Develop and use a model to describe phenomena.
B	3	Genetics and Heredity	15	Laboratory: Genetic Variation 1	SEP.4.6-8.4	Develop a model to describe phenomena.
B	3	Genetics and Heredity	15	Laboratory: Genetic Variation 1	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
B	3	Genetics and Heredity	16	Laboratory: Genetic Variation 2	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.

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B	3	Genetics and Heredity	16	Laboratory: Genetic Variation 2	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	3	Genetics and Heredity	16	Laboratory: Genetic Variation 2	6-8.AG.2.2	Cause and effect relationships may be used to predict phenomena in natural or designed systems.
B	3	Genetics and Heredity	16	Laboratory: Genetic Variation 2	DCI.LS3.A.6-8.5	Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited.
B	3	Genetics and Heredity	16	Laboratory: Genetic Variation 2	DCI.LS3.B.6-8.4	In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.
B	3	Genetics and Heredity	16	Laboratory: Genetic Variation 2	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
B	3	Genetics and Heredity	16	Laboratory: Genetic Variation 2	SEP.4.6-8.3	Develop and use a model to describe phenomena.
B	3	Genetics and Heredity	16	Laboratory: Genetic Variation 2	SEP.4.6-8.4	Develop a model to describe phenomena.
B	3	Genetics and Heredity	16	Laboratory: Genetic Variation 2	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
B	3	Genetics and Heredity	17	Unit Review	Multiple	All assessed standards covered in this unit
B	3	Genetics and Heredity	18	Unit Test	Multiple	All assessed standards covered in this unit
B	4	How the Gene Works	1	How the Gene Works	DCI.LS3.A.6-8.4	Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.
B	4	How the Gene Works	1	How the Gene Works	DCI.LS3.B.6-8.4	In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.
B	4	How the Gene Works	2	Structure of DNA and RNA	N/A	No grade-level state specific standards applicable for this lesson
B	4	How the Gene Works	3	Making a DNA Model	N/A	No grade-level state specific standards applicable for this lesson
B	4	How the Gene Works	4	DNA Replication	MS-LS3-1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
B	4	How the Gene Works	5	What Is a Gene?	DCI.LS3.A.6-8.4	Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.
B	4	How the Gene Works	5	What Is a Gene?	DCI.LS3.B.6-8.4	In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.

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B	4	How the Gene Works	6	DNA Makes RNA Makes Protein	DCI.LS3.A.6-8.4	Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.
B	4	How the Gene Works	6	DNA Makes RNA Makes Protein	MS-LS3-1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
B	4	How the Gene Works	7	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	4	How the Gene Works	8	What Proteins Do	DCI.LS1.C.6-8.5	Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.
B	4	How the Gene Works	8	What Proteins Do	DCI.LS3.A.6-8.4	Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.
B	4	How the Gene Works	8	What Proteins Do	MS-LS3-1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
B	4	How the Gene Works	9	Protein Structure and Function	DCI.LS1.C.6-8.5	Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.
B	4	How the Gene Works	9	Protein Structure and Function	DCI.LS3.A.6-8.4	Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.
B	4	How the Gene Works	10	Differentiation in Cells	N/A	No grade-level state specific standards applicable for this lesson
B	4	How the Gene Works	11	Laboratory: Mutations 1	6-8.AF.2.6	Develop and/or use a model to predict and/or describe phenomena.
B	4	How the Gene Works	11	Laboratory: Mutations 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	4	How the Gene Works	11	Laboratory: Mutations 1	6-8.AG.6.1	Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts; therefore, complex natural and designed structures/systems can be analyzed to determine how they function.

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B	4	How the Gene Works	11	Laboratory: Mutations 1	DCI.LS3.A.6-8.4	Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.
B	4	How the Gene Works	11	Laboratory: Mutations 1	DCI.LS3.A.6-8.5	Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited.
B	4	How the Gene Works	11	Laboratory: Mutations 1	DCI.LS3.B.6-8.5	In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism.
B	4	How the Gene Works	11	Laboratory: Mutations 1	MS-LS3-1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
B	4	How the Gene Works	11	Laboratory: Mutations 1	SEP.3.6-8.7	Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
B	4	How the Gene Works	11	Laboratory: Mutations 1	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
B	4	How the Gene Works	12	Laboratory: Mutations 2	6-8.AF.2.6	Develop and/or use a model to predict and/or describe phenomena.
B	4	How the Gene Works	12	Laboratory: Mutations 2	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	4	How the Gene Works	12	Laboratory: Mutations 2	6-8.AG.6.1	Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts; therefore, complex natural and designed structures/systems can be analyzed to determine how they function.
B	4	How the Gene Works	12	Laboratory: Mutations 2	DCI.LS3.A.6-8.4	Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.
B	4	How the Gene Works	12	Laboratory: Mutations 2	DCI.LS3.A.6-8.5	Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited.
B	4	How the Gene Works	12	Laboratory: Mutations 2	DCI.LS3.B.6-8.5	In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism.
B	4	How the Gene Works	12	Laboratory: Mutations 2	SEP.3.6-8.7	Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

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B	4	How the Gene Works	12	Laboratory Investigation	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
B	4	How the Gene Works	13	DNA Today	DCI.LS4.B.6-8.3	In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring.
B	4	How the Gene Works	13	DNA Today	MS-LS4-5	Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.
B	4	How the Gene Works	14	Unit Review	Multiple	All assessed standards covered in this unit
B	4	How the Gene Works	15	Unit Test	Multiple	All assessed standards covered in this unit
B	5	History of Life on Earth	1	History of Life on Earth	N/A	No grade-level state specific standards applicable for this lesson
B	5	History of Life on Earth	2	Ancient Earth	N/A	No grade-level state specific standards applicable for this lesson
B	5	History of Life on Earth	3	Origins of Life on Earth	N/A	No grade-level state specific standards applicable for this lesson
B	5	History of Life on Earth	4	Redi and Pasteur Experiments	N/A	No grade-level state specific standards applicable for this lesson
B	5	History of Life on Earth	5	Evidence for Change Over Time	DCI.LS4.A.6-8.3	The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth.
B	5	History of Life on Earth	5	Evidence for Change Over Time	DCI.LS4.A.6-8.4	Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record, enable the reconstruction of evolutionary history and the inference of lines of evolutionary descent.
B	5	History of Life on Earth	5	Evidence for Change Over Time	DCI.LS4.A.6-8.5	Comparison of the embryological development of different species also reveals similarities that show relationships not evident in the fully-formed anatomy.
B	5	History of Life on Earth	5	Evidence for Change Over Time	MS-LS4-2	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
B	5	History of Life on Earth	5	Evidence for Change Over Time	MS-LS4-3	Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.
B	5	History of Life on Earth	5	Evidence for Change Over Time	SEP.1.6-8.3	Analyze and interpret data to provide evidence for phenomena.
B	5	History of Life on Earth	6	Finding Fossils	DCI.ESS1.C.6-8.3	The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale.
B	5	History of Life on Earth	6	Finding Fossils	DCI.LS4.A.6-8.3	The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth.
B	5	History of Life on Earth	6	Finding Fossils	MS-LS4-1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
B	5	History of Life on Earth	7	The Theory of Evolution	DCI.LS4.A.6-8.3	The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth.
B	5	History of Life on Earth	7	The Theory of Evolution	DCI.LS4.B.6-8.2	Natural selection leads to the predominance of certain traits in a population, and the suppression of others.

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B	5	History of Life on Earth	7	The Theory of Evolution	DCI.LS4.C.6-8.2	Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes.
B	5	History of Life on Earth	7	The Theory of Evolution	MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
B	5	History of Life on Earth	7	The Theory of Evolution	MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
B	5	History of Life on Earth	7	The Theory of Evolution	MS-LS4-1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
B	5	History of Life on Earth	7	The Theory of Evolution	MS-LS4-4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
B	5	History of Life on Earth	7	The Theory of Evolution	MS-LS4-6	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.
B	5	History of Life on Earth	8	Darwin's Journal	N/A	No grade-level state specific standards applicable for this lesson
B	5	History of Life on Earth	9	Natural Selection	DCI.LS4.B.6-8.2	Natural selection leads to the predominance of certain traits in a population, and the suppression of others.
B	5	History of Life on Earth	9	Natural Selection	DCI.LS4.B.6-8.3	In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring.
B	5	History of Life on Earth	9	Natural Selection	DCI.LS4.C.6-8.2	Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes.
B	5	History of Life on Earth	9	Natural Selection	MS-LS4-4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
B	5	History of Life on Earth	9	Natural Selection	MS-LS4-6	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.
B	5	History of Life on Earth	10	The Arms of a Sea Star	N/A	No grade-level state specific standards applicable for this lesson
B	5	History of Life on Earth	11	Origin of a New Species	N/A	No grade-level state specific standards applicable for this lesson
B	5	History of Life on Earth	12	Adaptations to New Environments	N/A	No grade-level state specific standards applicable for this lesson
B	5	History of Life on Earth	13	Development of Life	DCI.LS4.A.6-8.3	The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth.
B	5	History of Life on Earth	13	Development of Life	MS-LS4-1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

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B	5	History of Life on Earth	14	Laboratory: Fossil Record 1	6-8.AF.1.1	<p>Ask questions that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information.</p> <p>to identify and/or clarify evidence and/or the premise(s) of an argument.</p> <p>to determine relationships between independent and dependent variables and relationships in models.</p> <p>to clarify and/or refine a model, an explanation, or an engineering problem.</p> <p>that require sufficient and appropriate empirical evidence to answer.</p> <p>that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.</p> <p>that challenge the premise(s) of an argument or the interpretation of a data set.</p>
B	5	History of Life on Earth	14	Laboratory: Fossil Record 1	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
B	5	History of Life on Earth	14	Laboratory: Fossil Record 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	5	History of Life on Earth	14	Laboratory: Fossil Record 1	6-8.AF.4.7	Analyze and interpret data to determine similarities and differences in findings.
B	5	History of Life on Earth	14	Laboratory: Fossil Record 1	6-8.AG.1.4	Graphs, charts, and images can be used to identify patterns in data.
B	5	History of Life on Earth	14	Laboratory: Fossil Record 1	DCI.LS4.A.6-8.3	The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth.
B	5	History of Life on Earth	14	Laboratory: Fossil Record 1	MS-LS4-1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
B	5	History of Life on Earth	14	Laboratory: Fossil Record 1	MS-LS4-2	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
B	5	History of Life on Earth	14	Laboratory: Fossil Record 1	MS-LS4-6	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.
B	5	History of Life on Earth	14	Laboratory: Fossil Record 1	SEP.1.6-8.1	Analyze and interpret data to determine similarities and differences in findings.
B	5	History of Life on Earth	14	Laboratory: Fossil Record 1	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
B	5	History of Life on Earth	14	Laboratory: Fossil Record 1	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.

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B	5	History of Life on Earth	15	Laboratory: Fossil Record 2	6-8.AF.1.1	<p>Ask questions that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information.</p> <p>to identify and/or clarify evidence and/or the premise(s) of an argument.</p> <p>to determine relationships between independent and dependent variables and relationships in models.</p> <p>to clarify and/or refine a model, an explanation, or an engineering problem.</p> <p>that require sufficient and appropriate empirical evidence to answer.</p> <p>that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.</p> <p>that challenge the premise(s) of an argument or the interpretation of a data set.</p>
B	5	History of Life on Earth	15	Laboratory: Fossil Record 2	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
B	5	History of Life on Earth	15	Laboratory: Fossil Record 2	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	5	History of Life on Earth	15	Laboratory: Fossil Record 2	6-8.AF.4.7	Analyze and interpret data to determine similarities and differences in findings.
B	5	History of Life on Earth	15	Laboratory: Fossil Record 2	6-8.AG.1.4	Graphs, charts, and images can be used to identify patterns in data.
B	5	History of Life on Earth	15	Laboratory: Fossil Record 2	DCI.LS4.A.6-8.3	The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth.
B	5	History of Life on Earth	15	Laboratory: Fossil Record 2	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
B	5	History of Life on Earth	15	Laboratory: Fossil Record 2	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
B	5	History of Life on Earth	16	Your Choice	N/A	<p>Students may use today's lesson time to do any of the following:</p> <p>Attend a synchronous session if their teacher has one planned.</p> <p>Complete work in progress.</p> <p>Review prior lessons in the unit.</p> <p>Read some of the additional resources that are suggested in their lessons.</p> <p>Prepare for their state standardized test.</p> <p>Go on to the next lesson.</p>
B	5	History of Life on Earth	17	Unit Review	Multiple	All assessed standards covered in this unit
B	5	History of Life on Earth	18	Unit Test	Multiple	All assessed standards covered in this unit

Stride		Next Generation Science Standards for Middle School Physical Science Attachment 28 - ACAD Compared to SCI08DE4 Summit Physical Science				
Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Intro to Physical Science	1	Introduction to Science	6-8.AH.5.1	Science is both a body of knowledge and the processes and practices used to add to that body of knowledge.
A	1	Intro to Physical Science	1	Introduction to Science	6-8.AH.5.2	Science knowledge is cumulative and many people, from many generations and nations, have contributed to science knowledge.
A	1	Intro to Physical Science	1	Introduction to Science	6-8.AH.5.3	Science is a way of knowing used by many people, not just scientists.
A	1	Intro to Physical Science	1	Introduction to Science	6-8.AH.7.1	Men and women from different social, cultural, and ethnic backgrounds work as scientists and engineers.
A	1	Intro to Physical Science	1	Introduction to Science	6-8.AH.7.2	Scientists and engineers rely on human qualities such as persistence, precision, reasoning, logic, imagination and creativity.
A	1	Intro to Physical Science	1	Introduction to Science	6-8.AH.7.3	Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism and openness to new ideas.
A	1	Intro to Physical Science	1	Introduction to Science	6-8.AH.7.4	Advances in technology influence the progress of science and science has influenced advances in technology.
A	1	Intro to Physical Science	1	Introduction to Science	6-8.AH.8.1	Scientific knowledge is constrained by human capacity, technology, and materials.
A	1	Intro to Physical Science	1	Introduction to Science	CCC.10.6-8.3	Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes.
A	1	Intro to Physical Science	2	Intro to Physical Science	6-8.AG.5.2	Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter.
A	1	Intro to Physical Science	3	Matter and Energy	6-8.AF.6.6	Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system.
A	1	Intro to Physical Science	3	Matter and Energy	CCC.6.6-8.3	Structures can be designed to serve particular functions.
A	1	Intro to Physical Science	3	Matter and Energy	DCI.PS3.B.6-8.3	Energy is spontaneously transferred out of hotter regions or objects and into colder ones.
A	1	Intro to Physical Science	4	Science and Engineering	6-8.AF.6.6	Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system.
A	1	Intro to Physical Science	4	Science and Engineering	6-8.AH.4.1	Theories are explanations for observable phenomena.
A	1	Intro to Physical Science	4	Science and Engineering	6-8.AH.4.2	Science theories are based on a body of evidence developed over time.
A	1	Intro to Physical Science	4	Science and Engineering	6-8.AH.4.3	Laws are regularities or mathematical descriptions of natural phenomena.
A	1	Intro to Physical Science	4	Science and Engineering	6-8.AH.4.4	A hypothesis is used by scientists as an idea that may contribute important new knowledge for the evaluation of a scientific theory.
A	1	Intro to Physical Science	4	Science and Engineering	6-8.AH.4.5	The term "theory" as used in science is very different from the common use outside of science.
A	1	Intro to Physical Science	4	Science and Engineering	6-8.AH.5.1	Science is both a body of knowledge and the processes and practices used to add to that body of knowledge.
A	1	Intro to Physical Science	4	Science and Engineering	6-8.AH.7.4	Advances in technology influence the progress of science and science has influenced advances in technology.
A	1	Intro to Physical Science	4	Science and Engineering	6-8.AH.8.1	Scientific knowledge is constrained by human capacity, technology, and materials.
A	1	Intro to Physical Science	4	Science and Engineering	6-8.AJ.1.2	Science and technology drive each other forward.
A	1	Intro to Physical Science	4	Science and Engineering	CCC.12.6-8.3	Advances in technology influence the progress of science and science has influenced advances in technology.
A	1	Intro to Physical Science	4	Science and Engineering	CCC.6.6-8.3	Structures can be designed to serve particular functions.
A	1	Intro to Physical Science	4	Science and Engineering	CCC.8.6-8.10	The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions.

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A	1	Intro to Physical Science	4	Science and Engineering	CCC.8.6-8.11 Technologies extend the measurement, exploration, modeling, and computational capacity of scientific investigations.
A	1	Intro to Physical Science	4	Science and Engineering	CCC.8.6-8.9 The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time.
A	1	Intro to Physical Science	4	Science and Engineering	CCC.9.6-8.4 Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.
A	1	Intro to Physical Science	4	Science and Engineering	DCI.ETS1.B.6-8.10 Models of all kinds are important for testing solutions.
A	1	Intro to Physical Science	4	Science and Engineering	DCI.ETS1.B.6-8.6 A solution needs to be tested, and then modified on the basis of the test results, in order to improve it.
A	1	Intro to Physical Science	4	Science and Engineering	DCI.ETS1.B.6-8.7 A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem.
A	1	Intro to Physical Science	4	Science and Engineering	DCI.ETS1.C.6-8.3 Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of the characteristics may be incorporated into the new design.
A	1	Intro to Physical Science	4	Science and Engineering	DCI.ETS1.C.6-8.4 The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.
A	1	Intro to Physical Science	4	Science and Engineering	SEP.11.3 Laws are regularities or mathematical descriptions of natural phenomena.
A	1	Intro to Physical Science	4	Science and Engineering	SEP.7.6-8.2 Conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation.
A	1	Intro to Physical Science	4	Science and Engineering	SEP.9.3 Science knowledge is based upon logical and conceptual connections between evidence and explanations.
A	1	Intro to Physical Science	5	Physical Systems and Models	6-8.AG.3.1 Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	1	Intro to Physical Science	5	Physical Systems and Models	6-8.AG.4.1 Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems.
A	1	Intro to Physical Science	5	Physical Systems and Models	6-8.AG.4.3 Models are limited in that they only represent certain aspects of the system under study.
A	1	Intro to Physical Science	5	Physical Systems and Models	6-8.AH.3.1 Scientific explanations are subject to revision and improvement in light of new evidence.
A	1	Intro to Physical Science	5	Physical Systems and Models	6-8.AH.3.3 Science findings are frequently revised and/or reinterpreted based on new evidence.
A	1	Intro to Physical Science	5	Physical Systems and Models	CCC.3.6-8.5 Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	1	Intro to Physical Science	5	Physical Systems and Models	DCI.ETS1.B.6-8.10 Models of all kinds are important for testing solutions.
A	1	Intro to Physical Science	6	Measurement and Units	6-8.AH.1.1 Science investigations use a variety of methods and tools to make measurements and observations.
A	1	Intro to Physical Science	6	Measurement and Units	DCI.PS2.A.6-8.3 All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared.

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A	1	Intro to Physical Science	7	Experimentation	6-8.AF.3.1 Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	1	Intro to Physical Science	7	Experimentation	6-8.AF.4.6 Consider limitations of data analysis (e.g., measurement error), and/or seek to improve precision and accuracy of data with better technological tools and methods (e.g., multiple trials).
A	1	Intro to Physical Science	7	Experimentation	6-8.AH.1.1 Science investigations use a variety of methods and tools to make measurements and observations.
A	1	Intro to Physical Science	7	Experimentation	SEP.2.6-8.1 Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	1	Intro to Physical Science	8	Data Collection	6-8.AF.3.1 Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	1	Intro to Physical Science	8	Data Collection	6-8.AF.4.1 Construct, analyze, and/or interpret graphical displays of data and/or large data sets to identify linear and nonlinear relationships.
A	1	Intro to Physical Science	8	Data Collection	6-8.AF.4.6 Consider limitations of data analysis (e.g., measurement error), and/or seek to improve precision and accuracy of data with better technological tools and methods (e.g., multiple trials).
A	1	Intro to Physical Science	8	Data Collection	CCC.1.6-8.11 Graphs and charts can be used to identify patterns in data.
A	1	Intro to Physical Science	8	Data Collection	SEP.1.6-8.1 Analyze and interpret data to determine similarities and differences in findings.
A	1	Intro to Physical Science	8	Data Collection	SEP.1.6-8.2 Construct and interpret graphical displays of data to identify linear and nonlinear relationships.
A	1	Intro to Physical Science	9	Your Choice	N/A Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.

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A	1	Intro to Physical Science	10	Laboratory: Drop and Bounce 1	6-8.AF.1.1	<p>Ask questions that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information.</p> <p>to identify and/or clarify evidence and/or the premise(s) of an argument.</p> <p>to determine relationships between independent and dependent variables and relationships in models.</p> <p>to clarify and/or refine a model, an explanation, or an engineering problem.</p> <p>that require sufficient and appropriate empirical evidence to answer.</p> <p>that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.</p> <p>that challenge the premise(s) of an argument or the interpretation of a data set.</p>
A	1	Intro to Physical Science	10	Laboratory: Drop and Bounce 1	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	1	Intro to Physical Science	10	Laboratory: Drop and Bounce 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
A	1	Intro to Physical Science	10	Laboratory: Drop and Bounce 1	6-8.AF.4.4	Analyze and interpret data to provide evidence for phenomena.
A	1	Intro to Physical Science	10	Laboratory: Drop and Bounce 1	6-8.AF.4.6	Consider limitations of data analysis (e.g., measurement error), and/or seek to improve precision and accuracy of data with better technological tools and methods (e.g., multiple trials).
A	1	Intro to Physical Science	10	Laboratory: Drop and Bounce 1	6-8.AG.1.3	Patterns can be used to identify cause and effect relationships.
A	1	Intro to Physical Science	10	Laboratory: Drop and Bounce 1	CCC.1.6-8.11	Graphs and charts can be used to identify patterns in data.
A	1	Intro to Physical Science	10	Laboratory: Drop and Bounce 1	DCI.PS3.B.6-8.3	Energy is spontaneously transferred out of hotter regions or objects and into colder ones.
A	1	Intro to Physical Science	10	Laboratory: Drop and Bounce 1	SEP.1.6-8.4	Analyze displays of data to identify linear and nonlinear relationships.
A	1	Intro to Physical Science	10	Laboratory: Drop and Bounce 1	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	1	Intro to Physical Science	10	Laboratory: Drop and Bounce 1	SEP.3.6-8.6	Construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena.
A	1	Intro to Physical Science	10	Laboratory: Drop and Bounce 1	SEP.6.6-8.2	Integrate qualitative scientific and technical information in written text with that contained in media and visual displays to clarify claims and findings.
A	1	Intro to Physical Science	10	Laboratory: Drop and Bounce 1	SEP.7.6-8.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	1	Intro to Physical Science	10	Laboratory: Drop and Bounce 1	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.

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A	1	Intro to Physical Science	11	Analyze Results	6-8.AF.4.1	Construct, analyze, and/or interpret graphical displays of data and/or large data sets to identify linear and nonlinear relationships.
A	1	Intro to Physical Science	11	Analyze Results	CCC.1.6-8.11	Graphs and charts can be used to identify patterns in data.
A	1	Intro to Physical Science	11	Analyze Results	SEP.1.6-8.1	Analyze and interpret data to determine similarities and differences in findings.
A	1	Intro to Physical Science	11	Analyze Results	SEP.1.6-8.2	Construct and interpret graphical displays of data to identify linear and nonlinear relationships.
A	1	Intro to Physical Science	11	Analyze Results	SEP.1.6-8.4	Analyze displays of data to identify linear and nonlinear relationships.
A	1	Intro to Physical Science	11	Analyze Results	SEP.6.6-8.2	Integrate qualitative scientific and technical information in written text with that contained in media and visual displays to clarify claims and findings.
A	1	Intro to Physical Science	11	Analyze Results	SEP.7.6-8.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	1	Intro to Physical Science	12	Communicate Results	6-8.AF.4.6	Consider limitations of data analysis (e.g., measurement error), and/or seek to improve precision and accuracy of data with better technological tools and methods (e.g., multiple trials).
A	1	Intro to Physical Science	12	Communicate Results	SEP.5.6-8.1	Construct and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
A	1	Intro to Physical Science	12	Communicate Results	SEP.6.6-8.1	Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.
A	1	Intro to Physical Science	12	Communicate Results	SEP.6.6-8.2	Integrate qualitative scientific and technical information in written text with that contained in media and visual displays to clarify claims and findings.
A	1	Intro to Physical Science	12	Communicate Results	SEP.7.6-8.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.

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A	1	Intro to Physical Science	13	Laboratory: Drop and Bounce 2	6-8.AF.1.1	<p>Ask questions that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information.</p> <p>to identify and/or clarify evidence and/or the premise(s) of an argument.</p> <p>to determine relationships between independent and dependent variables and relationships in models.</p> <p>to clarify and/or refine a model, an explanation, or an engineering problem.</p> <p>that require sufficient and appropriate empirical evidence to answer.</p> <p>that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.</p> <p>that challenge the premise(s) of an argument or the interpretation of a data set.</p>
A	1	Intro to Physical Science	13	Laboratory: Drop and Bounce 2	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	1	Intro to Physical Science	13	Laboratory: Drop and Bounce 2	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
A	1	Intro to Physical Science	13	Laboratory: Drop and Bounce 2	6-8.AF.4.4	Analyze and interpret data to provide evidence for phenomena.
A	1	Intro to Physical Science	13	Laboratory: Drop and Bounce 2	6-8.AF.4.6	Consider limitations of data analysis (e.g., measurement error), and/or seek to improve precision and accuracy of data with better technological tools and methods (e.g., multiple trials).
A	1	Intro to Physical Science	13	Laboratory: Drop and Bounce 2	6-8.AG.1.3	Patterns can be used to identify cause and effect relationships.
A	1	Intro to Physical Science	13	Laboratory: Drop and Bounce 2	CCC.1.6-8.11	Graphs and charts can be used to identify patterns in data.
A	1	Intro to Physical Science	13	Laboratory: Drop and Bounce 2	DCI.PS3.B.6-8.3	Energy is spontaneously transferred out of hotter regions or objects and into colder ones.
A	1	Intro to Physical Science	13	Laboratory: Drop and Bounce 2	SEP.1.6-8.4	Analyze displays of data to identify linear and nonlinear relationships.
A	1	Intro to Physical Science	13	Laboratory: Drop and Bounce 2	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	1	Intro to Physical Science	13	Laboratory: Drop and Bounce 2	SEP.3.6-8.6	Construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena.
A	1	Intro to Physical Science	13	Laboratory: Drop and Bounce 2	SEP.6.6-8.2	Integrate qualitative scientific and technical information in written text with that contained in media and visual displays to clarify claims and findings.
A	1	Intro to Physical Science	13	Laboratory: Drop and Bounce 2	SEP.7.6-8.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	1	Intro to Physical Science	13	Laboratory: Drop and Bounce 2	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.

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A	1	Intro to Physical Science	14	Obtain and Evaluate Information	6-8.AF.8.3 Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.
A	1	Intro to Physical Science	14	Obtain and Evaluate Information	SEP.6.6-8.1 Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.
A	1	Intro to Physical Science	15	Engineering	6-8.AF.6.7 Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.
A	1	Intro to Physical Science	15	Engineering	DCI.ETS1.A.6-8.4 The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions.
A	1	Intro to Physical Science	15	Engineering	MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
A	1	Intro to Physical Science	15	Engineering	MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
A	1	Intro to Physical Science	15	Engineering	MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
A	1	Intro to Physical Science	15	Engineering	SEP.3.6-8.2 Apply scientific ideas or principles to design an object, tool, process or system.
A	1	Intro to Physical Science	16	Your Choice	N/A Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	1	Intro to Physical Science	17	Unit Review	Multiple All assessed standards covered in this unit
A	1	Intro to Physical Science	18	Unit Test	Multiple All assessed standards covered in this unit
A	2	Matter	1	Matter	6-8.AG.3.1 Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	2	Matter	1	Matter	CCC.1.6-8.10 Macroscopic patterns are related to the nature of microscopic and atomic-level structure.
A	2	Matter	1	Matter	DCI.PS1.A.6-8.1 Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.
A	2	Matter	1	Matter	DCI.PS1.A.6-8.2 Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.
A	2	Matter	1	Matter	MS-PS1-1 Develop models to describe the atomic composition of simple molecules and extended structures.

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A	2	Matter	2	Atoms	6-8.AG.3.1	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	2	Matter	2	Atoms	6-8.AH.3.3	Science findings are frequently revised and/or reinterpreted based on new evidence.
A	2	Matter	2	Atoms	CCC.1.6-8.10	Macroscopic patterns are related to the nature of microscopic and atomic-level structure.
A	2	Matter	2	Atoms	DCI.PS1.A.6-8.1	Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.
A	2	Matter	2	Atoms	MS-PS1-1	Develop models to describe the atomic composition of simple molecules and extended structures.
A	2	Matter	3	A Model of an Atom	6-8.AG.3.1	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	2	Matter	3	A Model of an Atom	CCC.1.6-8.10	Macroscopic patterns are related to the nature of microscopic and atomic-level structure.
A	2	Matter	3	A Model of an Atom	CCC.3.6-8.5	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	2	Matter	3	A Model of an Atom	DCI.PS1.A.6-8.1	Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.
A	2	Matter	3	A Model of an Atom	MS-PS1-1	Develop models to describe the atomic composition of simple molecules and extended structures.
A	2	Matter	4	Atomic and Mass Numbers	6-8.AG.3.1	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	2	Matter	4	Atomic and Mass Numbers	DCI.PS1.B.6-8.2	The total number of each type of atom is conserved, and thus the mass does not change.
A	2	Matter	5	Labeling an Atom	CCC.1.6-8.10	Macroscopic patterns are related to the nature of microscopic and atomic-level structure.
A	2	Matter	5	Labeling an Atom	DCI.PS1.A.6-8.1	Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.
A	2	Matter	5	Labeling an Atom	MS-PS1-1	Develop models to describe the atomic composition of simple molecules and extended structures.
A	2	Matter	6	Your Choice	N/A	<p>Students may use today's lesson time to do any of the following:</p> <ul style="list-style-type: none"> Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	2	Matter	7	Periodic Table and Elements	DCI.PS1.A.6-8.1	Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.
A	2	Matter	8	Design of the Periodic Table	DCI.PS1.A.6-8.1	Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.
A	2	Matter	9	Boiling and Melting Points	6-8.AF.4.1	Construct, analyze, and/or interpret graphical displays of data and/or large data sets to identify linear and nonlinear relationships.
A	2	Matter	9	Boiling and Melting Points	6-8.AF.4.4	Analyze and interpret data to provide evidence for phenomena.
A	2	Matter	9	Boiling and Melting Points	SEP.1.6-8.4	Analyze displays of data to identify linear and nonlinear relationships.

A	2	Matter	10	Molecules	Attachment 28 - ACAD CCC.1.6-8.10	Macroscopic patterns are related to the nature of microscopic and atomic-level structure.
A	2	Matter	10	Molecules	DCI.PS1.A.6-8.1	Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.
A	2	Matter	10	Molecules	DCI.PS1.A.6-8.2	Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.
A	2	Matter	10	Molecules	DCI.PS1.A.6-8.5	Solids may be formed from molecules, or they may be extended structures with repeating subunits
A	2	Matter	10	Molecules	DCI.PS1.B.6-8.1	Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.
A	2	Matter	10	Molecules	MS-PS1-1	Develop models to describe the atomic composition of simple molecules and extended structures.
A	2	Matter	11	Molecules for Good Health	DCI.PS1.A.6-8.1	Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.
A	2	Matter	11	Molecules for Good Health	MS-PS1-1	Develop models to describe the atomic composition of simple molecules and extended structures.
A	2	Matter	12	Making Model Compounds	CCC.1.6-8.10	Macroscopic patterns are related to the nature of microscopic and atomic-level structure.
A	2	Matter	12	Making Model Compounds	CCC.3.6-8.5	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	2	Matter	12	Making Model Compounds	DCI.PS1.A.6-8.1	Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.
A	2	Matter	12	Making Model Compounds	DCI.PS1.A.6-8.5	Solids may be formed from molecules, or they may be extended structures with repeating subunits
A	2	Matter	12	Making Model Compounds	MS-PS1-1	Develop models to describe the atomic composition of simple molecules and extended structures.
A	2	Matter	13	Properties of Matter	CCC.6.6-8.2	Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.
A	2	Matter	13	Properties of Matter	DCI.PS1.A.6-8.2	Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.
A	2	Matter	14	States of Matter	DCI.PS1.A.6-8.3	Gases and liquids are made of molecules or inert atoms that are moving about relative to each other.
A	2	Matter	14	States of Matter	DCI.PS1.A.6-8.4	In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations.
A	2	Matter	14	States of Matter	DCI.PS1.A.6-8.6	The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter.
A	2	Matter	15	Physical and Chemical Changes	6-8.AG.5.1	Matter is conserved because atoms are conserved in physical and chemical processes.
A	2	Matter	15	Physical and Chemical Changes	DCI.PS1.A.6-8.2	Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.

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A	2	Matter	15	Physical and Chemical Changes	DCI.PS1.B.6-8.1	Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.
A	2	Matter	15	Physical and Chemical Changes	DCI.PS1.B.6-8.2	The total number of each type of atom is conserved, and thus the mass does not change.
A	2	Matter	15	Physical and Chemical Changes	MS-PS1-5	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
A	2	Matter	16	Laboratory: Physical Properties 1	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	2	Matter	16	Laboratory: Physical Properties 1	6-8.AF.3.3	Evaluate the accuracy of various methods for collecting data.
A	2	Matter	16	Laboratory: Physical Properties 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
A	2	Matter	16	Laboratory: Physical Properties 1	6-8.AG.1.1	Macroscopic patterns are related to the nature of microscopic and atomic-level structure.
A	2	Matter	16	Laboratory: Physical Properties 1	CCC.6.6-8.2	Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.
A	2	Matter	16	Laboratory: Physical Properties 1	DCI.PS1.A.6-8.2	Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.
A	2	Matter	16	Laboratory: Physical Properties 1	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	2	Matter	16	Laboratory: Physical Properties 1	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
A	2	Matter	16	Laboratory: Physical Properties 1	SEP.7.6-8.2	Conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation.
A	2	Matter	16	Laboratory: Physical Properties 1	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
A	2	Matter	17	Laboratory: Physical Properties 2	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	2	Matter	17	Laboratory: Physical Properties 2	6-8.AF.3.3	Evaluate the accuracy of various methods for collecting data.
A	2	Matter	17	Laboratory: Physical Properties 2	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
A	2	Matter	17	Laboratory: Physical Properties 2	6-8.AG.1.1	Macroscopic patterns are related to the nature of microscopic and atomic-level structure.
A	2	Matter	17	Laboratory: Physical Properties 2	CCC.6.6-8.2	Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.
A	2	Matter	17	Laboratory: Physical Properties 2	DCI.PS1.A.6-8.2	Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.

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A	2	Matter	17	Laboratory: Physical Properties 2	SEP.2.6-8.1 Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	2	Matter	17	Laboratory: Physical Properties 2	SEP.3.6-8.5 Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
A	2	Matter	17	Laboratory: Physical Properties 2	SEP.7.6-8.2 Conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation.
A	2	Matter	17	Laboratory: Physical Properties 2	SEP.7.6-8.3 Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
A	2	Matter	18	Your Choice	N/A Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	2	Matter	19	Unit Review	Multiple All assessed standards covered in this unit
A	2	Matter	20	Unit Test	Multiple All assessed standards covered in this unit
A	3	Chemistry	1	Chemistry	DCI.PS1.B.6-8.1 Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.
A	3	Chemistry	2	Chemical Reactions	DCI.PS1.A.6-8.2 Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.
A	3	Chemistry	2	Chemical Reactions	DCI.PS1.B.6-8.1 Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.
A	3	Chemistry	2	Chemical Reactions	DCI.PS1.B.6-8.3 Some chemical reactions release energy, others store energy.
A	3	Chemistry	2	Chemical Reactions	MS-PS1-4 Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
A	3	Chemistry	3	Chemical Formulas	DCI.PS1.B.6-8.2 The total number of each type of atom is conserved, and thus the mass does not change.
A	3	Chemistry	3	Chemical Formulas	MS-PS1-1 Develop models to describe the atomic composition of simple molecules and extended structures.
A	3	Chemistry	4	Rates of Chemical Reactions	6-8.AG.7.4 Systems in dynamic equilibrium are stable due to a balance of feedback mechanisms.
A	3	Chemistry	5	Chemical Equations	CCC.5.6-8.4 Matter is conserved because atoms are conserved in physical and chemical processes.
A	3	Chemistry	5	Chemical Equations	DCI.PS1.B.6-8.2 The total number of each type of atom is conserved, and thus the mass does not change.
A	3	Chemistry	5	Chemical Equations	MS-PS1-5 Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
A	3	Chemistry	6	A Balancing Act	CCC.5.6-8.4 Matter is conserved because atoms are conserved in physical and chemical processes.

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A	3	Chemistry	6	A Balancing Act	MS-PS1-5	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
A	3	Chemistry	7	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	3	Chemistry	8	Solutions	N/A	No grade-level state specific standards applicable for this lesson
A	3	Chemistry	9	Substances	DCI.PS1.B.6-8.1	Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.
A	3	Chemistry	9	Substances	MS-PS1-4	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
A	3	Chemistry	10	Synthetic Materials	CCC.6.6-8.2	Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.
A	3	Chemistry	10	Synthetic Materials	CCC.6.6-8.3	Structures can be designed to serve particular functions.
A	3	Chemistry	10	Synthetic Materials	CCC.8.6-8.10	The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions.
A	3	Chemistry	10	Synthetic Materials	CCC.8.6-8.12	All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.
A	3	Chemistry	10	Synthetic Materials	MS-PS1-3	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
A	3	Chemistry	11	Acids and Bases	N/A	No grade-level state specific standards applicable for this lesson
A	3	Chemistry	12	Laboratory: Chemical Reactions 1	6-8.AF.2.6	Develop and/or use a model to predict and/or describe phenomena.
A	3	Chemistry	12	Laboratory: Chemical Reactions 1	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	3	Chemistry	12	Laboratory: Chemical Reactions 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
A	3	Chemistry	12	Laboratory: Chemical Reactions 1	6-8.AF.4.7	Analyze and interpret data to determine similarities and differences in findings.
A	3	Chemistry	12	Laboratory: Chemical Reactions 1	6-8.AG.1.1	Macroscopic patterns are related to the nature of microscopic and atomic-level structure.
A	3	Chemistry	12	Laboratory: Chemical Reactions 1	6-8.AH.1.1	Science investigations use a variety of methods and tools to make measurements and observations.
A	3	Chemistry	12	Laboratory: Chemical Reactions 1	DCI.PS1.A.6-8.2	Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.

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A	3	Chemistry	12	Laboratory: Chemical Reactions 1	DCI.PS1.B.6-8.1 Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.
A	3	Chemistry	12	Laboratory: Chemical Reactions 1	MS-PS1-4 Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
A	3	Chemistry	12	Laboratory: Chemical Reactions 1	SEP.2.6-8.1 Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	3	Chemistry	12	Laboratory: Chemical Reactions 1	SEP.3.6-8.5 Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
A	3	Chemistry	12	Laboratory: Chemical Reactions 1	SEP.7.6-8.3 Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
A	3	Chemistry	13	Laboratory: Chemical Reactions 2	6-8.AF.2.6 Develop and/or use a model to predict and/or describe phenomena.
A	3	Chemistry	13	Laboratory: Chemical Reactions 2	6-8.AF.3.1 Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	3	Chemistry	13	Laboratory: Chemical Reactions 2	6-8.AF.3.4 Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
A	3	Chemistry	13	Laboratory: Chemical Reactions 2	6-8.AF.4.7 Analyze and interpret data to determine similarities and differences in findings.
A	3	Chemistry	13	Laboratory: Chemical Reactions 2	6-8.AG.1.1 Macroscopic patterns are related to the nature of microscopic and atomic-level structure.
A	3	Chemistry	13	Laboratory: Chemical Reactions 2	6-8.AH.1.1 Science investigations use a variety of methods and tools to make measurements and observations.
A	3	Chemistry	13	Laboratory: Chemical Reactions 2	DCI.PS1.A.6-8.2 Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.
A	3	Chemistry	13	Laboratory: Chemical Reactions 2	DCI.PS1.B.6-8.1 Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.
A	3	Chemistry	13	Laboratory: Chemical Reactions 2	SEP.2.6-8.1 Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	3	Chemistry	13	Laboratory: Chemical Reactions 2	SEP.3.6-8.5 Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
A	3	Chemistry	13	Laboratory: Chemical Reactions 2	SEP.7.6-8.3 Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.

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A	3	Chemistry	14	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	3	Matter	15	States of Matter	DCI.PS1.A.6-8.5	Solids may be formed from molecules, or they may be extended structures with repeating subunits
A	3	Chemistry	15	Unit Review	Multiple	All assessed standards covered in this unit
A	3	Chemistry	16	Unit Test	Multiple	All assessed standards covered in this unit
A	4	Motion and Newton's Laws	1	Motion and Newton's Laws	DCI.PS2.A.6-8.1	For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law).
A	4	Motion and Newton's Laws	1	Motion and Newton's Laws	DCI.PS2.A.6-8.2	The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.
A	4	Motion and Newton's Laws	1	Motion and Newton's Laws	DCI.PS2.B.6-8.2	Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun.
A	4	Motion and Newton's Laws	1	Motion and Newton's Laws	DCI.PS2.B.6-8.3	Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively).
A	4	Motion and Newton's Laws	2	Motion	DCI.PS2.A.6-8.2	The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.
A	4	Motion and Newton's Laws	2	Motion	DCI.PS2.A.6-8.3	All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared.
A	4	Motion and Newton's Laws	3	Speed and Velocity	CCC.3.6-8.6	Proportional relationships (e.g. speed as the ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and processes.
A	4	Motion and Newton's Laws	3	Speed and Velocity	DCI.PS2.A.6-8.2	The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.
A	4	Motion and Newton's Laws	4	Calculating Speed	DCI.PS2.A.6-8.2	The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.

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A	4	Motion and Newton's Laws	4	Calculating Speed	SEP.2.6-8.1 Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	4	Motion and Newton's Laws	4	Calculating Speed	SEP.7.6-8.3 Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
A	4	Motion and Newton's Laws	5	Measuring Speed and Velocity	DCI.PS2.A.6-8.2 The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.
A	4	Motion and Newton's Laws	6	Changing Velocity Math	DCI.PS2.A.6-8.2 The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.
A	4	Motion and Newton's Laws	6	Changing Velocity Math	SEP.2.6-8.1 Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	4	Motion and Newton's Laws	6	Changing Velocity Math	SEP.7.6-8.3 Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
A	4	Motion and Newton's Laws	7	Acceleration	DCI.PS2.A.6-8.2 The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.
A	4	Motion and Newton's Laws	7	Acceleration	DCI.PS2.A.6-8.3 All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared.
A	4	Motion and Newton's Laws	8	Your Choice	N/A Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	4	Motion and Newton's Laws	9	Newton's First Law of Motion	6-8.AG.3.4 Scientific relationships can be represented through the use of algebraic expressions and equations.
A	4	Motion and Newton's Laws	10	Newton's Second Law of Motion	MS-PS2-2 Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
A	4	Motion and Newton's Laws	11	Newton's Third Law of Motion	DCI.PS2.A.6-8.1 For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law).
A	4	Motion and Newton's Laws	11	Newton's Third Law of Motion	MS-PS2-1 Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.

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A	4	Motion and Newton's Laws	12	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	4	Motion and Newton's Laws	13	Balanced and Unbalanced Forces	MS-PS2-4	Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
A	4	Motion and Newton's Laws	14	Newton's Math	MS-PS2-1	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
A	4	Motion and Newton's Laws	15	Laboratory: Motion and Forces 1	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	4	Motion and Newton's Laws	15	Laboratory: Motion and Forces 1	CCC.2.6-8.6	Cause and effect relationships may be used to predict phenomena in natural or designed systems.
A	4	Motion and Newton's Laws	15	Laboratory: Motion and Forces 1	CCC.7.6-8.2	Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales.
A	4	Motion and Newton's Laws	15	Laboratory: Motion and Forces 1	CCC.7.6-8.4	Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and processes at different scales, including the atomic scale.
A	4	Motion and Newton's Laws	15	Laboratory: Motion and Forces 1	DCI.PS2.A.6-8.2	The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.
A	4	Motion and Newton's Laws	15	Laboratory: Motion and Forces 1	MS-PS2-2	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
A	4	Motion and Newton's Laws	15	Laboratory: Motion and Forces 1	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	4	Motion and Newton's Laws	15	Laboratory: Motion and Forces 1	SEP.4.6-8.4	Develop a model to describe phenomena.
A	4	Motion and Newton's Laws	15	Laboratory: Motion and Forces 1	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
A	4	Motion and Newton's Laws	16	Laboratory: Motion and Forces 2	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
A	4	Motion and Newton's Laws	16	Laboratory: Motion and Forces 2	CCC.2.6-8.6	Cause and effect relationships may be used to predict phenomena in natural or designed systems.
A	4	Motion and Newton's Laws	16	Laboratory: Motion and Forces 2	CCC.7.6-8.2	Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales.

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A	4	Motion and Newton's Laws	16	Laboratory: Motion and Forces 2	CCC.7.6-8.4	Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and processes at different scales, including the atomic scale.
A	4	Motion and Newton's Laws	16	Laboratory: Motion and Forces 2	DCI.PS2.A.6-8.2	The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.
A	4	Motion and Newton's Laws	16	Laboratory: Motion and Forces 2	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
A	4	Motion and Newton's Laws	16	Laboratory: Motion and Forces 2	SEP.4.6-8.4	Develop a model to describe phenomena.
A	4	Motion and Newton's Laws	16	Laboratory: Motion and Forces 2	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
A	4	Motion and Newton's Laws	17	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	4	Motion and Newton's Laws	18	Unit Review	Multiple	All assessed standards covered in this unit
A	4	Motion and Newton's Laws	19	Unit Test	Multiple	All assessed standards covered in this unit
A	5	Force and Momentum	1	Force and Momentum	DCI.PS2.A.6-8.2	The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.
A	5	Force and Momentum	2	Force	DCI.PS2.A.6-8.2	The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.
A	5	Force and Momentum	2	Force	DCI.PS2.A.6-8.3	All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared.
A	5	Force and Momentum	2	Force	DCI.PS2.B.6-8.2	Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun.
A	5	Force and Momentum	2	Force	MS-PS2-5	Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.
A	5	Force and Momentum	3	Gravitational Force	CCC.4.6-8.3	Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems.
A	5	Force and Momentum	3	Gravitational Force	DCI.PS2.B.6-8.2	Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun.

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A	5	Force and Momentum	3	Gravitational Force	DCI.PS2.B.6-8.3 Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively).
A	5	Force and Momentum	3	Gravitational Force	MS-PS2-4 Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
A	5	Force and Momentum	3	Gravitational Force	MS-PS2-5 Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.
A	5	Force and Momentum	3	Gravitational Force	MS-PS3-2 Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
A	5	Force and Momentum	4	Friction	MS-PS2-2 Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
A	5	Force and Momentum	5	Free Body Diagrams	CCC.4.6-8.3 Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems.
A	5	Force and Momentum	5	Free Body Diagrams	DCI.PS2.A.6-8.2 The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.
A	5	Force and Momentum	5	Free Body Diagrams	DCI.PS2.A.6-8.3 All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared.
A	5	Force and Momentum	5	Free Body Diagrams	DCI.PS2.B.6-8.2 Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun.
A	5	Force and Momentum	5	Free Body Diagrams	MS-PS2-4 Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
A	5	Force and Momentum	5	Free Body Diagrams	MS-PS2-5 Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.
A	5	Force and Momentum	5	Free Body Diagrams	MS-PS3-2 Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
A	5	Force and Momentum	6	Your Choice	N/A Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.

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A	5	Force and Momentum	7	Buoyant Forces	DCI.PS2.A.6-8.2	The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.
A	5	Force and Momentum	8	Spring Force	DCI.PS2.A.6-8.2	The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.
A	5	Force and Momentum	9	Momentum	MS-PS2-1	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
A	5	Force and Momentum	10	Momentum and Newton's Laws	DCI.PS2.A.6-8.1	For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law).
A	5	Force and Momentum	11	Momentum and Collisions	DCI.PS2.A.6-8.1	For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law).
A	5	Force and Momentum	11	Momentum and Collisions	MS-PS2-1	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
A	5	Force and Momentum	12	Momentum and Collision Math	DCI.PS2.A.6-8.1	For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law).
A	5	Force and Momentum	13	Laboratory: Collisions 1	6-8.AF.1.2	Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.
A	5	Force and Momentum	13	Laboratory: Collisions 1	6-8.AF.6.6	Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system.
A	5	Force and Momentum	13	Laboratory: Collisions 1	6-8.AF.6.7	Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.
A	5	Force and Momentum	13	Laboratory: Collisions 1	6-8.AF.6.8	Optimize performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and re-testing.
A	5	Force and Momentum	13	Laboratory: Collisions 1	6-8.AF.7.2	Respectfully provide and receive critiques about one's explanations, procedures, models, and questions by citing relevant evidence and posing and responding to questions that elicit pertinent elaboration and detail.
A	5	Force and Momentum	13	Laboratory: Collisions 1	6-8.AF.7.4	Make an oral or written argument that supports or refutes the advertised performance of a device, process, or system based on empirical evidence concerning whether or not the technology meets relevant criteria and constraints.
A	5	Force and Momentum	13	Laboratory: Collisions 1	CCC.3.6-8.5	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	5	Force and Momentum	13	Laboratory: Collisions 1	CCC.8.6-8.9	The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time.
A	5	Force and Momentum	13	Laboratory: Collisions 1	DCI.ETS1.B.6-8.10	Models of all kinds are important for testing solutions.

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A	5	Force and Momentum	13	Laboratory: Collisions 1	DCI.ETS1.B.6-8.9	Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors.
A	5	Force and Momentum	13	Laboratory: Collisions 1	DCI.ETS1.C.6-8.4	The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.
A	5	Force and Momentum	13	Laboratory: Collisions 1	DCI.PS2.A.6-8.1	For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law).
A	5	Force and Momentum	13	Laboratory: Collisions 1	DCI.PS3.C.6-8.1	When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.
A	5	Force and Momentum	13	Laboratory: Collisions 1	MS-PS2-1	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
A	5	Force and Momentum	13	Laboratory: Collisions 1	MS-PS2-2	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
A	5	Force and Momentum	13	Laboratory: Collisions 1	MS-PS3-5	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.
A	5	Force and Momentum	14	Laboratory: Collisions 2	6-8.AF.1.2	Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.
A	5	Force and Momentum	14	Laboratory: Collisions 2	6-8.AF.6.6	Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system.
A	5	Force and Momentum	14	Laboratory: Collisions 2	6-8.AF.6.7	Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.
A	5	Force and Momentum	14	Laboratory: Collisions 2	6-8.AF.6.8	Optimize performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and re-testing.
A	5	Force and Momentum	14	Laboratory: Collisions 2	6-8.AF.7.2	Respectfully provide and receive critiques about one's explanations, procedures, models, and questions by citing relevant evidence and posing and responding to questions that elicit pertinent elaboration and detail.
A	5	Force and Momentum	14	Laboratory: Collisions 2	6-8.AF.7.4	Make an oral or written argument that supports or refutes the advertised performance of a device, process, or system based on empirical evidence concerning whether or not the technology meets relevant criteria and constraints.
A	5	Force and Momentum	14	Laboratory: Collisions 2	CCC.3.6-8.5	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
A	5	Force and Momentum	14	Laboratory: Collisions 2	CCC.8.6-8.9	The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time.
A	5	Force and Momentum	14	Laboratory: Collisions 2	DCI.ETS1.B.6-8.10	Models of all kinds are important for testing solutions.
A	5	Force and Momentum	14	Laboratory: Collisions 2	DCI.ETS1.B.6-8.9	Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors.
A	5	Force and Momentum	14	Laboratory: Collisions 2	DCI.ETS1.C.6-8.4	The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.

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A	5	Force and Momentum	14	Laboratory: Collisions 2	DCI.PS2.A.6-8.1 For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law).
A	5	Force and Momentum	15	Your Choice	N/A Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	5	Force and Momentum	16	Unit Review	Multiple All assessed standards covered in this unit
A	5	Force and Momentum	17	Unit Test	Multiple All assessed standards covered in this unit
B	1	Work and Machines	1	Work and Machines	N/A No grade-level state specific standards applicable for this lesson
B	1	Work and Machines	2	Work and Power Math	6-8.AG.3.4 Scientific relationships can be represented through the use of algebraic expressions and equations.
B	1	Work and Machines	3	Simple Machines	N/A No grade-level state specific standards applicable for this lesson
B	1	Work and Machines	4	Compound Machines	N/A No grade-level state specific standards applicable for this lesson
B	1	Work and Machines	5	Pulleys	N/A No grade-level state specific standards applicable for this lesson
B	1	Work and Machines	6	Work and Changes in Energy	CCC.5.6-8.5 The transfer of energy can be tracked as energy flows through a designed or natural system.
B	1	Work and Machines	7	Your Choice	N/A Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	1	Work and Machines	8	Kinetic Energy	CCC.4.6-8.3 Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems.
B	1	Work and Machines	8	Kinetic Energy	DCI.PS3.A.6-8.3 Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed.
B	1	Work and Machines	8	Kinetic Energy	MS-PS3-1 Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
B	1	Work and Machines	9	Potential Energy	CCC.4.6-8.3 Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems.
B	1	Work and Machines	9	Potential Energy	DCI.PS3.A.6-8.4 A system of objects may also contain stored (potential) energy, depending on their relative positions.
B	1	Work and Machines	9	Potential Energy	MS-PS3-1 Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
B	1	Work and Machines	10	KE and PE Math	6-8.AG.3.4 Scientific relationships can be represented through the use of algebraic expressions and equations.

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B	1	Work and Machines	10	KE and PE Math	CCC.4.6-8.3	Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems.
B	1	Work and Machines	10	KE and PE Math	DCI.PS3.A.6-8.3	Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed.
B	1	Work and Machines	10	KE and PE Math	DCI.PS3.A.6-8.4	A system of objects may also contain stored (potential) energy, depending on their relative positions.
B	1	Work and Machines	10	KE and PE Math	MS-PS3-1	Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
B	1	Work and Machines	11	Mechanical Energy Conservation	DCI.PS3.A.6-8.3	Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed.
B	1	Work and Machines	11	Mechanical Energy Conservation	DCI.PS3.B.6-8.1	When the motion energy of an object changes, there is inevitably some other change in energy at the same time.
B	1	Work and Machines	11	Mechanical Energy Conservation	DCI.PS3.C.6-8.1	When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.
B	1	Work and Machines	11	Mechanical Energy Conservation	MS-PS3-1	Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
B	1	Work and Machines	11	Mechanical Energy Conservation	MS-PS3-5	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.
B	1	Work and Machines	12	Laboratory: Energy 1	6-8.AF.2.7	Develop a model to describe unobservable mechanisms.
B	1	Work and Machines	12	Laboratory: Energy 1	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
B	1	Work and Machines	12	Laboratory: Energy 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	1	Work and Machines	12	Laboratory: Energy 1	6-8.AF.4.4	Analyze and interpret data to provide evidence for phenomena.
B	1	Work and Machines	12	Laboratory: Energy 1	6-8.AF.6.2	Construct an explanation using models or representations.
B	1	Work and Machines	12	Laboratory: Energy 1	CCC.1.6-8.11	Graphs and charts can be used to identify patterns in data.
B	1	Work and Machines	12	Laboratory: Energy 1	CCC.3.6-8.5	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
B	1	Work and Machines	12	Laboratory: Energy 1	CCC.4.6-8.3	Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems.
B	1	Work and Machines	12	Laboratory: Energy 1	CCC.5.6-8.5	The transfer of energy can be tracked as energy flows through a designed or natural system.
B	1	Work and Machines	12	Laboratory: Energy 1	CCC.5.6-8.8	The transfer of energy can be tracked as energy flows through a natural system.
B	1	Work and Machines	12	Laboratory: Energy 1	CCC.7.6-8.2	Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales.
B	1	Work and Machines	12	Laboratory: Energy 1	DCI.PS3.A.6-8.3	Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed.
B	1	Work and Machines	12	Laboratory: Energy 1	DCI.PS3.A.6-8.4	A system of objects may also contain stored (potential) energy, depending on their relative positions.
B	1	Work and Machines	12	Laboratory: Energy 1	DCI.PS3.C.6-8.1	When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.
B	1	Work and Machines	12	Laboratory: Energy 1	MS-PS3-2	Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.

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B	1	Work and Machines	12	Laboratory: Energy 1	SEP.1.6-8.4	Analyze displays of data to identify linear and nonlinear relationships.
B	1	Work and Machines	12	Laboratory: Energy 1	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
B	1	Work and Machines	12	Laboratory: Energy 1	SEP.4.6-8.1	Develop a model to predict and/or describe phenomena.
B	1	Work and Machines	12	Laboratory: Energy 1	SEP.4.6-8.2	Develop a model to describe unobservable mechanisms.
B	1	Work and Machines	12	Laboratory: Energy 1	SEP.4.6-8.5	Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs.
B	1	Work and Machines	12	Laboratory: Energy 1	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
B	1	Work and Machines	13	Laboratory: Energy 2	6-8.AF.2.7	Develop a model to describe unobservable mechanisms.
B	1	Work and Machines	13	Laboratory: Energy 2	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
B	1	Work and Machines	13	Laboratory: Energy 2	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	1	Work and Machines	13	Laboratory: Energy 2	6-8.AF.4.4	Analyze and interpret data to provide evidence for phenomena.
B	1	Work and Machines	13	Laboratory: Energy 2	6-8.AF.6.2	Construct an explanation using models or representations.
B	1	Work and Machines	13	Laboratory: Energy 2	CCC.1.6-8.11	Graphs and charts can be used to identify patterns in data.
B	1	Work and Machines	13	Laboratory: Energy 2	CCC.3.6-8.5	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
B	1	Work and Machines	13	Laboratory: Energy 2	CCC.4.6-8.3	Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems.
B	1	Work and Machines	13	Laboratory: Energy 2	CCC.5.6-8.5	The transfer of energy can be tracked as energy flows through a designed or natural system.
B	1	Work and Machines	13	Laboratory: Energy 2	CCC.5.6-8.8	The transfer of energy can be tracked as energy flows through a natural system.
B	1	Work and Machines	13	Laboratory: Energy 2	CCC.7.6-8.2	Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales.
B	1	Work and Machines	13	Laboratory: Energy 2	DCI.PS3.A.6-8.3	Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed.
B	1	Work and Machines	13	Laboratory: Energy 2	DCI.PS3.A.6-8.4	A system of objects may also contain stored (potential) energy, depending on their relative positions.
B	1	Work and Machines	13	Laboratory: Energy 2	DCI.PS3.C.6-8.1	When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.
B	1	Work and Machines	13	Laboratory: Energy 2	SEP.1.6-8.4	Analyze displays of data to identify linear and nonlinear relationships.
B	1	Work and Machines	13	Laboratory: Energy 2	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
B	1	Work and Machines	13	Laboratory: Energy 2	SEP.4.6-8.1	Develop a model to predict and/or describe phenomena.
B	1	Work and Machines	13	Laboratory: Energy 2	SEP.4.6-8.2	Develop a model to describe unobservable mechanisms.
B	1	Work and Machines	13	Laboratory: Energy 2	SEP.4.6-8.5	Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs.
B	1	Work and Machines	13	Laboratory: Energy 2	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.

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B	1	Work and Machines	14	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	1	Work and Machines	15	Unit Review	Multiple	All assessed standards covered in this unit
B	1	Work and Machines	16	Unit Test	Multiple	All assessed standards covered in this unit
B	2	Energy	1	Energy	CCC.5.6-8.6	Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion).
B	2	Energy	1	Energy	DCI.PS3.A.6-8.3	Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed.
B	2	Energy	1	Energy	DCI.PS3.A.6-8.4	A system of objects may also contain stored (potential) energy, depending on their relative positions.
B	2	Energy	1	Energy	DCI.PS3.B.6-8.3	Energy is spontaneously transferred out of hotter regions or objects and into colder ones.
B	2	Energy	2	Thermal Energy	CCC.5.6-8.6	Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion).
B	2	Energy	2	Thermal Energy	DCI.PS3.A.6-8.1	The term "heat" as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects.
B	2	Energy	2	Thermal Energy	DCI.PS3.A.6-8.2	The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system's material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system's total thermal energy. The total thermal energy (sometimes called the total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material.
B	2	Energy	2	Thermal Energy	DCI.PS3.A.6-8.5	Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.
B	2	Energy	2	Thermal Energy	DCI.PS3.B.6-8.2	The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment.
B	2	Energy	2	Thermal Energy	DCI.PS3.B.6-8.3	Energy is spontaneously transferred out of hotter regions or objects and into colder ones.
B	2	Energy	2	Thermal Energy	MS-PS1-4	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
B	2	Energy	3	Temperature and Heat	CCC.3.6-8.5	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.
B	2	Energy	3	Temperature and Heat	DCI.PS1.A.6-8.6	The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter.

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B	2	Energy	3	Temperature and Heat	DCI.PS3.A.6-8.1 The term "heat" as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects.
B	2	Energy	3	Temperature and Heat	DCI.PS3.A.6-8.2 The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system's material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system's total thermal energy. The total thermal energy (sometimes called the total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material.
B	2	Energy	3	Temperature and Heat	DCI.PS3.A.6-8.5 Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.
B	2	Energy	3	Temperature and Heat	DCI.PS3.B.6-8.2 The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment.
B	2	Energy	3	Temperature and Heat	DCI.PS3.B.6-8.3 Energy is spontaneously transferred out of hotter regions or objects and into colder ones.
B	2	Energy	3	Temperature and Heat	MS-PS1-4 Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
B	2	Energy	3	Temperature and Heat	MS-PS3-4 Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
B	2	Energy	4	Particle Motion	DCI.PS1.A.6-8.6 The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter.
B	2	Energy	4	Particle Motion	DCI.PS3.A.6-8.1 The term "heat" as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects.
B	2	Energy	4	Particle Motion	DCI.PS3.A.6-8.5 Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.
B	2	Energy	4	Particle Motion	DCI.PS3.B.6-8.2 The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment.
B	2	Energy	4	Particle Motion	DCI.PS3.B.6-8.3 Energy is spontaneously transferred out of hotter regions or objects and into colder ones.
B	2	Energy	4	Particle Motion	MS-PS1-4 Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
B	2	Energy	5	Laboratory: Design a Thermos 1	6-8.AF.1.2 Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.

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B	2	Energy	5	Laboratory: Design a Thermos 1	6-8.AF.6.6	Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system.
B	2	Energy	5	Laboratory: Design a Thermos 1	6-8.AF.6.7	Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.
B	2	Energy	5	Laboratory: Design a Thermos 1	6-8.AF.6.8	Optimize performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and re-testing.
B	2	Energy	5	Laboratory: Design a Thermos 1	6-8.AF.7.2	Respectfully provide and receive critiques about one's explanations, procedures, models, and questions by citing relevant evidence and posing and responding to questions that elicit pertinent elaboration and detail.
B	2	Energy	5	Laboratory: Design a Thermos 1	6-8.AF.7.4	Make an oral or written argument that supports or refutes the advertised performance of a device, process, or system based on empirical evidence concerning whether or not the technology meets relevant criteria and constraints.
B	2	Energy	5	Laboratory: Design a Thermos 1	6-8.AG.5.4	The transfer of energy can be tracked as energy flows through a designed or natural system.
B	2	Energy	5	Laboratory: Design a Thermos 1	6-8.AG.6.2	Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.
B	2	Energy	5	Laboratory: Design a Thermos 1	DCI.ETS1.A.6-8.4	The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions.
B	2	Energy	5	Laboratory: Design a Thermos 1	DCI.ETS1.B.6-8.6	A solution needs to be tested, and then modified on the basis of the test results, in order to improve it.
B	2	Energy	5	Laboratory: Design a Thermos 1	DCI.ETS1.B.6-8.9	Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors.
B	2	Energy	5	Laboratory: Design a Thermos 1	DCI.ETS1.C.6-8.3	Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of the characteristics may be incorporated into the new design.
B	2	Energy	5	Laboratory: Design a Thermos 1	DCI.ETS1.C.6-8.4	The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.
B	2	Energy	5	Laboratory: Design a Thermos 1	DCI.PS3.A.6-8.1	The term "heat" as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects.
B	2	Energy	5	Laboratory: Design a Thermos 1	DCI.PS3.B.6-8.3	Energy is spontaneously transferred out of hotter regions or objects and into colder ones.
B	2	Energy	5	Laboratory: Design a Thermos 1	MS-PS3-3	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
B	2	Energy	5	Laboratory: Design a Thermos 1	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
B	2	Energy	5	Laboratory: Design a Thermos 1	SEP.2.6-8.3	Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge relevant to the problem.

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B	2	Energy	5	Laboratory: Design a Thermos 1	SEP.3.6-8.1	Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.
B	2	Energy	5	Laboratory: Design a Thermos 1	SEP.3.6-8.2	Apply scientific ideas or principles to design an object, tool, process or system.
B	2	Energy	5	Laboratory: Design a Thermos 1	SEP.3.6-8.3	Apply scientific ideas or principles to design, construct, and test a design of an object, tool, process or system.
B	2	Energy	5	Laboratory: Design a Thermos 1	SEP.5.6-8.1	Construct and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
B	2	Energy	5	Laboratory: Design a Thermos 1	SEP.5.6-8.2	Construct, use, and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon.
B	2	Energy	5	Laboratory: Design a Thermos 1	SEP.6.6-8.2	Integrate qualitative scientific and technical information in written text with that contained in media and visual displays to clarify claims and findings.
B	2	Energy	5	Laboratory: Design a Thermos 1	SEP.7.6-8.2	Conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation.
B	2	Energy	6	Laboratory: Design a Thermos 2	6-8.AF.1.2	Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.
B	2	Energy	6	Laboratory: Design a Thermos 2	6-8.AF.6.6	Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system.
B	2	Energy	6	Laboratory: Design a Thermos 2	6-8.AF.6.7	Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.
B	2	Energy	6	Laboratory: Design a Thermos 2	6-8.AF.6.8	Optimize performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and re-testing.
B	2	Energy	6	Laboratory: Design a Thermos 2	6-8.AF.7.2	Respectfully provide and receive critiques about one's explanations, procedures, models, and questions by citing relevant evidence and posing and responding to questions that elicit pertinent elaboration and detail.
B	2	Energy	6	Laboratory: Design a Thermos 2	6-8.AF.7.4	Make an oral or written argument that supports or refutes the advertised performance of a device, process, or system based on empirical evidence concerning whether or not the technology meets relevant criteria and constraints.
B	2	Energy	6	Laboratory: Design a Thermos 2	6-8.AG.5.4	The transfer of energy can be tracked as energy flows through a designed or natural system.
B	2	Energy	6	Laboratory: Design a Thermos 2	6-8.AG.6.2	Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.
B	2	Energy	6	Laboratory: Design a Thermos 2	DCI.ETS1.A.6-8.4	The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions.
B	2	Energy	6	Laboratory: Design a Thermos 2	DCI.ETS1.B.6-8.6	A solution needs to be tested, and then modified on the basis of the test results, in order to improve it.
B	2	Energy	6	Laboratory: Design a Thermos 2	DCI.ETS1.B.6-8.9	Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors.

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B	2	Energy	6	Laboratory: Design a Thermos 2	DCI.ETS1.C.6-8.3 Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of the characteristics may be incorporated into the new design.
B	2	Energy	6	Laboratory: Design a Thermos 2	DCI.ETS1.C.6-8.4 The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.
B	2	Energy	6	Laboratory: Design a Thermos 2	DCI.PS3.A.6-8.1 The term "heat" as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects.
B	2	Energy	6	Laboratory: Design a Thermos 2	DCI.PS3.B.6-8.3 Energy is spontaneously transferred out of hotter regions or objects and into colder ones.
B	2	Energy	6	Laboratory: Design a Thermos 2	SEP.2.6-8.1 Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
B	2	Energy	6	Laboratory: Design a Thermos 2	SEP.2.6-8.3 Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.
B	2	Energy	6	Laboratory: Design a Thermos 2	SEP.3.6-8.1 Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.
B	2	Energy	6	Laboratory: Design a Thermos 2	SEP.3.6-8.2 Apply scientific ideas or principles to design an object, tool, process or system.
B	2	Energy	6	Laboratory: Design a Thermos 2	SEP.3.6-8.3 Apply scientific ideas or principles to design, construct, and test a design of an object, tool, process or system.
B	2	Energy	6	Laboratory: Design a Thermos 2	SEP.5.6-8.1 Construct and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
B	2	Energy	6	Laboratory: Design a Thermos 2	SEP.5.6-8.2 Construct, use, and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon.
B	2	Energy	6	Laboratory: Design a Thermos 2	SEP.6.6-8.2 Integrate qualitative scientific and technical information in written text with that contained in media and visual displays to clarify claims and findings.
B	2	Energy	6	Laboratory: Design a Thermos 2	SEP.7.6-8.2 Conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation.
B	2	Energy	7	Your Choice	N/A Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.

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B	2	Energy	8	First Law of Thermodynamics	6-8.AG.3.4	Scientific relationships can be represented through the use of algebraic expressions and equations.
B	2	Energy	8	First Law of Thermodynamics	DCI.PS3.A.6-8.2	The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system's material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system's total thermal energy. The total thermal energy (sometimes called the total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material.
B	2	Energy	8	First Law of Thermodynamics	DCI.PS3.B.6-8.1	When the motion energy of an object changes, there is inevitably some other change in energy at the same time.
B	2	Energy	8	First Law of Thermodynamics	DCI.PS3.B.6-8.3	Energy is spontaneously transferred out of hotter regions or objects and into colder ones.
B	2	Energy	9	Steam and Engines	N/A	No grade-level state specific standards applicable for this lesson
B	2	Energy	10	Fossil Fuels	6-8.AJ.2.1	All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.
B	2	Energy	11	Hybrid Vehicles	CCC.8.6-8.9	The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time.
B	2	Energy	12	Solar and Wind Energy	N/A	No grade-level state specific standards applicable for this lesson
B	2	Energy	13	Nuclear Energy	DCI.PS3.B.6-8.1	When the motion energy of an object changes, there is inevitably some other change in energy at the same time.
B	2	Energy	14	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	2	Energy	15	Plants and Photosynthesis	DCI.LS1.A.6-8.4	Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.
B	2	Energy	15	Plants and Photosynthesis	DCI.LS1.C.6-8.4	Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use.
B	2	Energy	15	Plants and Photosynthesis	MS-LS1-6	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
B	2	Energy	16	Chemical Energy in Food	CCC.5.6-8.5	The transfer of energy can be tracked as energy flows through a designed or natural system.
B	2	Energy	17	The Body and its Energy	CCC.5.6-8.5	The transfer of energy can be tracked as energy flows through a designed or natural system.
B	2	Energy	18	Unit Review	Multiple	All assessed standards covered in this unit

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B	2	Energy	19	Unit Test	Multiple	All assessed standards covered in this unit
B	3	Mechanical Waves	1	Mechanical Waves	DCI.PS4.A.6-8.4	A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude.
B	3	Mechanical Waves	1	Mechanical Waves	DCI.PS4.A.6-8.5	A sound wave needs a medium through which it is transmitted.
B	3	Mechanical Waves	1	Mechanical Waves	DCI.PS4.B.6-8.7	However, because light can travel through space, it cannot be a matter wave, like sound or water waves.
B	3	Mechanical Waves	1	Mechanical Waves	MS-PS4-1	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
B	3	Mechanical Waves	2	Search for Mechanical Waves	DCI.PS4.A.6-8.5	A sound wave needs a medium through which it is transmitted.
B	3	Mechanical Waves	2	Search for Mechanical Waves	DCI.PS4.B.6-8.7	However, because light can travel through space, it cannot be a matter wave, like sound or water waves.
B	3	Mechanical Waves	3	Transverse and Longitudinal	DCI.PS2.B.6-8.1	Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.
B	3	Mechanical Waves	4	Sound - Vibrations and Waves	6-8.AF.2.7	Develop a model to describe unobservable mechanisms.
B	3	Mechanical Waves	4	Sound - Vibrations and Waves	DCI.PS4.A.6-8.5	A sound wave needs a medium through which it is transmitted.
B	3	Mechanical Waves	4	Sound - Vibrations and Waves	DCI.PS4.B.6-8.7	However, because light can travel through space, it cannot be a matter wave, like sound or water waves.
B	3	Mechanical Waves	4	Sound - Vibrations and Waves	MS-PS4-2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
B	3	Mechanical Waves	4	Sound - Vibrations and Waves	SEP.4.6-8.3	Develop and use a model to describe phenomena.
B	3	Mechanical Waves	4	Sound - Vibrations and Waves	SEP.4.6-8.4	Develop a model to describe phenomena.
B	3	Mechanical Waves	5	Your Choice	N/A	<p>Students may use today's lesson time to do any of the following:</p> <ul style="list-style-type: none"> Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	3	Mechanical Waves	6	Waves Math	MS-PS4-1	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
B	3	Mechanical Waves	6	Waves Math	SEP.12.6-8.1	Use mathematical representations to describe and/or support scientific conclusions and design solutions.
B	3	Mechanical Waves	7	Seismic Waves	MS-PS4-1	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
B	3	Mechanical Waves	7	Seismic Waves	SEP.12.6-8.1	Use mathematical representations to describe and/or support scientific conclusions and design solutions.
B	3	Mechanical Waves	8	Interference and Diffraction	MS-PS4-2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

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B	3	Mechanical Waves	9	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	3	Mechanical Waves	10	Natural Frequency and Resonance	MS-PS4-2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
B	3	Mechanical Waves	11	Sound Waves Math	DCI.PS4.A.6-8.5	A sound wave needs a medium through which it is transmitted.
B	3	Mechanical Waves	11	Sound Waves Math	MS-PS4-1	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
B	3	Mechanical Waves	11	Sound Waves Math	SEP.12.6-8.1	Use mathematical representations to describe and/or support scientific conclusions and design solutions.
B	3	Mechanical Waves	12	What Is Frequency?	DCI.PS4.A.6-8.4	A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude.
B	3	Mechanical Waves	13	Laboratory: Sound Waves 1	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
B	3	Mechanical Waves	13	Laboratory: Sound Waves 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	3	Mechanical Waves	13	Laboratory: Sound Waves 1	6-8.AF.4.1	Construct, analyze, and/or interpret graphical displays of data and/or large data sets to identify linear and nonlinear relationships.
B	3	Mechanical Waves	13	Laboratory: Sound Waves 1	6-8.AF.4.2	Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify temporal and spatial relationships.
B	3	Mechanical Waves	13	Laboratory: Sound Waves 1	6-8.AF.5.2	Use mathematical representations to describe and/or support scientific conclusions and design solutions.
B	3	Mechanical Waves	13	Laboratory: Sound Waves 1	6-8.AF.6.4	Apply scientific ideas, principles, and/or evidence to construct, revise and/or use an explanation for real-world phenomena, examples, or events.
B	3	Mechanical Waves	13	Laboratory: Sound Waves 1	6-8.AG.6.2	Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.
B	3	Mechanical Waves	13	Laboratory: Sound Waves 1	CCC.1.6-8.11	Graphs and charts can be used to identify patterns in data.
B	3	Mechanical Waves	13	Laboratory: Sound Waves 1	DCI.PS4.A.6-8.4	A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude.
B	3	Mechanical Waves	13	Laboratory: Sound Waves 1	DCI.PS4.A.6-8.5	A sound wave needs a medium through which it is transmitted.
B	3	Mechanical Waves	13	Laboratory: Sound Waves 1	MS-PS4-1	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
B	3	Mechanical Waves	13	Laboratory: Sound Waves 1	SEP.12.6-8.1	Use mathematical representations to describe and/or support scientific conclusions and design solutions.
B	3	Mechanical Waves	13	Laboratory: Sound Waves 1	SEP.3.6-8.2	Apply scientific ideas or principles to design an object, tool, process or system.
B	3	Mechanical Waves	13	Laboratory: Sound Waves 1	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.

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B	3	Mechanical Waves	13	Laboratory: Sound Waves 2	SEP.3.6-8.6	Construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena.
B	3	Mechanical Waves	14	Laboratory: Sound Waves 2	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
B	3	Mechanical Waves	14	Laboratory: Sound Waves 2	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	3	Mechanical Waves	14	Laboratory: Sound Waves 2	6-8.AF.4.1	Construct, analyze, and/or interpret graphical displays of data and/or large data sets to identify linear and nonlinear relationships.
B	3	Mechanical Waves	14	Laboratory: Sound Waves 2	6-8.AF.4.2	Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify temporal and spatial relationships.
B	3	Mechanical Waves	14	Laboratory: Sound Waves 2	6-8.AF.5.2	Use mathematical representations to describe and/or support scientific conclusions and design solutions.
B	3	Mechanical Waves	14	Laboratory: Sound Waves 2	6-8.AF.6.4	Apply scientific ideas, principles, and/or evidence to construct, revise and/or use an explanation for real-world phenomena, examples, or events.
B	3	Mechanical Waves	14	Laboratory: Sound Waves 2	6-8.AG.6.2	Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.
B	3	Mechanical Waves	14	Laboratory: Sound Waves 2	CCC.1.6-8.11	Graphs and charts can be used to identify patterns in data.
B	3	Mechanical Waves	14	Laboratory: Sound Waves 2	DCI.PS4.A.6-8.4	A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude.
B	3	Mechanical Waves	14	Laboratory: Sound Waves 2	DCI.PS4.A.6-8.5	A sound wave needs a medium through which it is transmitted.
B	3	Mechanical Waves	14	Laboratory: Sound Waves 2	MS-PS4-1	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
B	3	Mechanical Waves	14	Laboratory: Sound Waves 2	SEP.12.6-8.1	Use mathematical representations to describe and/or support scientific conclusions and design solutions.
B	3	Mechanical Waves	14	Laboratory: Sound Waves 2	SEP.3.6-8.2	Apply scientific ideas or principles to design an object, tool, process or system.
B	3	Mechanical Waves	14	Laboratory: Sound Waves 2	SEP.3.6-8.5	Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
B	3	Mechanical Waves	14	Laboratory: Sound Waves 2	SEP.3.6-8.6	Construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena.
B	3	Mechanical Waves	15	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	3	Mechanical Waves	16	Ultrasound and Infrasound	N/A	No grade-level state specific standards applicable for this lesson
B	3	Mechanical Waves	17	Doppler Effect	N/A	No grade-level state specific standards applicable for this lesson
B	3	Mechanical Waves	18	Supersonic and Sonic Booms	N/A	No grade-level state specific standards applicable for this lesson
B	3	Mechanical Waves	19	Communication with Waves	DCI.PS4.C.6-8.3	Digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information.

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B	3	Mechanical Waves	19	Communication and Waves	MS-PS4-3	Integrate qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information.
B	3	Mechanical Waves	20	How Ears Work	N/A	No grade-level state specific standards applicable for this lesson
B	3	Mechanical Waves	21	Unit Review	Multiple	All assessed standards covered in this unit
B	3	Mechanical Waves	22	Unit Test	Multiple	All assessed standards covered in this unit
B	4	Light	1	Light	DCI.PS4.B.6-8.4	When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light.
B	4	Light	1	Light	DCI.PS4.B.6-8.5	The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends.
B	4	Light	1	Light	DCI.PS4.B.6-8.6	A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media.
B	4	Light	1	Light	DCI.PS4.B.6-8.7	However, because light can travel through space, it cannot be a matter wave, like sound or water waves.
B	4	Light	1	Light	MS-PS4-2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
B	4	Light	2	Electromagnetic Waves and Fields	DCI.PS4.B.6-8.6	A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media.
B	4	Light	2	Electromagnetic Waves and Fields	DCI.PS4.B.6-8.7	However, because light can travel through space, it cannot be a matter wave, like sound or water waves.
B	4	Light	3	Interference of Light	DCI.PS4.B.6-8.7	However, because light can travel through space, it cannot be a matter wave, like sound or water waves.
B	4	Light	4	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	4	Light	5	Electromagnetic Spectrum	DCI.PS4.A.6-8.4	A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude.
B	4	Light	5	Electromagnetic Spectrum	DCI.PS4.B.6-8.5	The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends.
B	4	Light	5	Electromagnetic Spectrum	DCI.PS4.B.6-8.7	However, because light can travel through space, it cannot be a matter wave, like sound or water waves.
B	4	Light	6	Radio and Microwaves	MS-PS4-1	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
B	4	Light	7	Infrared	DCI.PS2.B.6-8.1	Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.
B	4	Light	8	X-rays and UV and Gamma Rays	DCI.PS2.B.6-8.1	Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.

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B	4	Light	9	Index of Refraction	DCI.PS4.B.6-8-5	The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends.
B	4	Light	10	How Light Moves	DCI.PS4.B.6-8-4	When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light.
B	4	Light	10	How Light Moves	DCI.PS4.B.6-8-5	The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends.
B	4	Light	10	How Light Moves	DCI.PS4.B.6-8-6	A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media.
B	4	Light	10	How Light Moves	MS-PS4-2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
B	4	Light	11	Convex and Concave Mirrors	DCI.PS4.B.6-8-4	When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light.
B	4	Light	11	Convex and Concave Mirrors	DCI.PS4.B.6-8-5	The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends.
B	4	Light	12	Lenses	DCI.PS4.B.6-8-4	When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light.
B	4	Light	12	Lenses	DCI.PS4.B.6-8-5	The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends.
B	4	Light	13	Laboratory: Light 1	6-8.AF.2.6	Develop and/or use a model to predict and/or describe phenomena.
B	4	Light	13	Laboratory: Light 1	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
B	4	Light	13	Laboratory: Light 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	4	Light	13	Laboratory: Light 1	6-8.AF.6.2	Construct an explanation using models or representations.
B	4	Light	13	Laboratory: Light 1	6-8.AG.1.4	Graphs, charts, and images can be used to identify patterns in data.
B	4	Light	13	Laboratory: Light 1	DCI.PS4.B.6-8-4	When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light.
B	4	Light	13	Laboratory: Light 1	DCI.PS4.B.6-8-5	The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends.
B	4	Light	13	Laboratory: Light 1	DCI.PS4.B.6-8-6	A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media.
B	4	Light	13	Laboratory: Light 1	MS-PS4-2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
B	4	Light	13	Laboratory: Light 1	SEP.4.6-8-3	Develop and use a model to describe phenomena.
B	4	Light	13	Laboratory: Light 1	SEP.4.6-8-4	Develop a model to describe phenomena.
B	4	Light	13	Laboratory: Light 1	SEP.7.6-8-3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
B	4	Light	14	Laboratory: Light 2	6-8.AF.2.6	Develop and/or use a model to predict and/or describe phenomena.
B	4	Light	14	Laboratory: Light 2	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.

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B	4	Light	14	Laboratory: Light 2	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	4	Light	14	Laboratory: Light 2	6-8.AF.6.2	Construct an explanation using models or representations.
B	4	Light	14	Laboratory: Light 2	6-8.AG.1.4	Graphs, charts, and images can be used to identify patterns in data.
B	4	Light	14	Laboratory: Light 2	DCI.PS4.B.6-8.4	When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light.
B	4	Light	14	Laboratory: Light 2	DCI.PS4.B.6-8.5	The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends.
B	4	Light	14	Laboratory: Light 2	DCI.PS4.B.6-8.6	A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media.
B	4	Light	14	Laboratory: Light 2	MS-PS4-2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
B	4	Light	14	Laboratory: Light 2	SEP.4.6-8.3	Develop and use a model to describe phenomena.
B	4	Light	14	Laboratory: Light 2	SEP.4.6-8.4	Develop a model to describe phenomena.
B	4	Light	14	Laboratory: Light 2	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
B	4	Light	15	How Eyes Work	N/A	No grade-level state specific standards applicable for this lesson
B	4	Light	16	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	4	Light	17	Unit Review	Multiple	All assessed standards covered in this unit
B	4	Light	18	Unit Test	Multiple	All assessed standards covered in this unit
B	5	Electricity and Magnetism	1	Electricity and Magnetism	DCI.PS2.B.6-8.1	Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.
B	5	Electricity and Magnetism	1	Electricity and Magnetism	DCI.PS2.B.6-8.3	Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively).
B	5	Electricity and Magnetism	2	Electric Charge	DCI.PS2.B.6-8.1	Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.
B	5	Electricity and Magnetism	3	Electric Currents	DCI.PS2.B.6-8.1	Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.
B	5	Electricity and Magnetism	4	Electric Circuits	DCI.PS2.B.6-8.1	Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.

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B	5	Electricity and Magnetism	5	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	5	Electricity and Magnetism	6	Magnetism	DCI.PS2.B.6-8.1	Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.
B	5	Electricity and Magnetism	6	Magnetism	DCI.PS2.B.6-8.3	Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively).
B	5	Electricity and Magnetism	6	Magnetism	DCI.PS3.B.3-5.1	Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.
B	5	Electricity and Magnetism	6	Magnetism	DCI.PS3.C.6-8.1	When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.
B	5	Electricity and Magnetism	7	Magnets and Magnetic Fields	DCI.PS2.B.6-8.1	Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.
B	5	Electricity and Magnetism	7	Magnets and Magnetic Fields	DCI.PS2.B.6-8.3	Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively).
B	5	Electricity and Magnetism	7	Magnets and Magnetic Fields	DCI.PS3.B.3-5.1	Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.
B	5	Electricity and Magnetism	7	Magnets and Magnetic Fields	DCI.PS3.C.6-8.1	When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.
B	5	Electricity and Magnetism	8	Electricity and Magnets	DCI.PS2.B.6-8.1	Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.
B	5	Electricity and Magnetism	8	Electricity and Magnets	MS-PS2-3	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
B	5	Electricity and Magnetism	9	Motors and Generators	N/A	No grade-level state specific standards applicable for this lesson
B	5	Electricity and Magnetism	10	Laboratory: Electricity and Magnetism 1	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.

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B	5	Electricity and Magnetism	10	Laboratory: Electricity and Magnetism 1	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	5	Electricity and Magnetism	10	Laboratory: Electricity and Magnetism 1	6-8.AG.2.2	Cause and effect relationships may be used to predict phenomena in natural or designed systems.
B	5	Electricity and Magnetism	10	Laboratory: Electricity and Magnetism 1	CCC.2.6-8.6	Cause and effect relationships may be used to predict phenomena in natural or designed systems.
B	5	Electricity and Magnetism	10	Laboratory: Electricity and Magnetism 1	DCI.PS2.B.6-8.1	Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.
B	5	Electricity and Magnetism	10	Laboratory: Electricity and Magnetism 1	DCI.PS2.B.6-8.3	Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively).
B	5	Electricity and Magnetism	10	Laboratory: Electricity and Magnetism 1	MS-PS2-3	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
B	5	Electricity and Magnetism	10	Laboratory: Electricity and Magnetism 1	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
B	5	Electricity and Magnetism	10	Laboratory: Electricity and Magnetism 1	SEP.4.6-8.2	Develop a model to describe unobservable mechanisms.
B	5	Electricity and Magnetism	10	Laboratory: Electricity and Magnetism 1	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
B	5	Electricity and Magnetism	11	Laboratory: Electricity and Magnetism 2	6-8.AF.3.1	Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
B	5	Electricity and Magnetism	11	Laboratory: Electricity and Magnetism 2	6-8.AF.3.4	Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
B	5	Electricity and Magnetism	11	Laboratory: Electricity and Magnetism 2	6-8.AG.2.2	Cause and effect relationships may be used to predict phenomena in natural or designed systems.
B	5	Electricity and Magnetism	11	Laboratory: Electricity and Magnetism 2	CCC.2.6-8.6	Cause and effect relationships may be used to predict phenomena in natural or designed systems.
B	5	Electricity and Magnetism	11	Laboratory: Electricity and Magnetism 2	DCI.PS2.B.6-8.1	Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.
B	5	Electricity and Magnetism	11	Laboratory: Electricity and Magnetism 2	DCI.PS2.B.6-8.3	Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively).
B	5	Electricity and Magnetism	11	Laboratory: Electricity and Magnetism 2	MS-PS2-3	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
B	5	Electricity and Magnetism	11	Laboratory: Electricity and Magnetism 2	SEP.2.6-8.1	Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
B	5	Electricity and Magnetism	11	Laboratory: Electricity and Magnetism 2	SEP.4.6-8.2	Develop a model to describe unobservable mechanisms.
B	5	Electricity and Magnetism	11	Laboratory: Electricity and Magnetism 2	SEP.7.6-8.3	Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.

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B	5	Electricity and Magnetism	12	The World's Energy	CCC.5.6-8.6	Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion).
B	5	Electricity and Magnetism	12	The World's Energy	CCC.8.6-8.12	All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.
B	5	Electricity and Magnetism	12	The World's Energy	DCI.ETS1.B.6-8.9	Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors.
B	5	Electricity and Magnetism	12	The World's Energy	DCI.ETS1.C.6-8.4	The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.
B	5	Electricity and Magnetism	12	The World's Energy	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
B	5	Electricity and Magnetism	12	The World's Energy	MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
B	5	Electricity and Magnetism	12	The World's Energy	MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
B	5	Electricity and Magnetism	12	The World's Energy	MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
B	5	Electricity and Magnetism	13	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	5	Electricity and Magnetism	14	Unit Review	Multiple	All assessed standards covered in this unit
B	5	Electricity and Magnetism	15	Unit Test	Multiple	All assessed standards covered in this unit
	4	Light	3	Interference of Light	MS-PS4-2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Stride		Next Generation Science Standards for High School Earth Science Attached to Attachment 28 - ACAD Compared to SCI113D Summit Earth Science				
Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Earth Science and Systems	1	Course Introduction	N/A	No grade-level state specific standards applicable for this lesson
A	1	Earth Science and Systems	2	Why Study Earth Science?	HS-ESS2-2	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
A	1	Earth Science and Systems	3	Historical Contributions in Earth Science 1	HS-ESS1-6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
A	1	Earth Science and Systems	4	Historical Contributions in Earth Science 2	N/A	No grade-level state specific standards applicable for this lesson
A	1	Earth Science and Systems	5	Spheres as Earth Systems	CCC.4.9-12.10	Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales.
A	1	Earth Science and Systems	5	Spheres as Earth Systems	CCC.7.9-12.9	Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible.
A	1	Earth Science and Systems	5	Spheres as Earth Systems	DCI.ESS2.A.9-12.6	Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes.
A	1	Earth Science and Systems	5	Spheres as Earth Systems	DCI.ESS2.D.9-12.7	Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.
A	1	Earth Science and Systems	5	Spheres as Earth Systems	HS-ESS2-2	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
A	1	Earth Science and Systems	5	Spheres as Earth Systems	HS-ESS2-6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
A	1	Earth Science and Systems	5	Spheres as Earth Systems	SEP.4.9-12.1	Develop a model based on evidence to illustrate the relationships between systems or between components of a system.
A	1	Earth Science and Systems	6	Laboratory: Topographic Maps	CCC.4.9-12.10	Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales.
A	1	Earth Science and Systems	7	Earth Systems and Interactions	CCC.5.9-10.14	Energy drives the cycling of matter within and between systems.
A	1	Earth Science and Systems	7	Earth Systems and Interactions	CCC.7.9-12.9	Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible.
A	1	Earth Science and Systems	7	Earth Systems and Interactions	DCI.ESS2.A.9-12.6	Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes.
A	1	Earth Science and Systems	7	Earth Systems and Interactions	HS-ESS2-2	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
A	1	Earth Science and Systems	7	Earth Systems and Interactions	HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth systems result in changes in climate.
A	1	Earth Science and Systems	7	Earth Systems and Interactions	SEP.4.9-12.1	Develop a model based on evidence to illustrate the relationships between systems or between components of a system.
A	1	Earth Science and Systems	8	Laboratory: Modeling Earth Science Processes 1	9-12.AF.2.3	Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system.
A	1	Earth Science and Systems	8	Laboratory: Modeling Earth Science Processes 1	9-12.AF.5.1	Create and/or revise a computational model or simulation of a phenomenon, designed device, process, or system.
A	1	Earth Science and Systems	8	Laboratory: Modeling Earth Science Processes 1	CCC.4.9-12.10	Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales.

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A	1	Earth Science and Systems	9	Laboratory: Modeling Earth Science Processes 2	9-12.AF.2.3	Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system.
A	1	Earth Science and Systems	9	Laboratory: Modeling Earth Science Processes 2	9-12.AF.5.1	Create and/or revise a computational model or simulation of a phenomenon, designed device, process, or system.
A	1	Earth Science and Systems	9	Laboratory: Modeling Earth Science Processes 2	CCC.4.9-12.10	Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales.
A	1	Earth Science and Systems	10	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	1	Earth Science and Systems	11	Unit Test	Multiple	All assessed standards covered in this unit
A	2	Dynamic Earth	1	Introduction to Plate Tectonics	CCC.7.9-12.9	Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible.
A	2	Dynamic Earth	1	Introduction to Plate Tectonics	DCI.ESS2.B.9-12.4	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history.
A	2	Dynamic Earth	1	Introduction to Plate Tectonics	DCI.ESS2.B.9-12.5	The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection.
A	2	Dynamic Earth	1	Introduction to Plate Tectonics	DCI.ESS2.B.9-12.6	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
A	2	Dynamic Earth	1	Introduction to Plate Tectonics	HS-ESS1-5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
A	2	Dynamic Earth	1	Introduction to Plate Tectonics	HS-ESS1-6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
A	2	Dynamic Earth	1	Introduction to Plate Tectonics	SEP.3.9-12.8	Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.
A	2	Dynamic Earth	2	Pangaea and Continental Drift	CCC.7.9-12.9	Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible.
A	2	Dynamic Earth	2	Pangaea and Continental Drift	DCI.ESS2.B.9-12.4	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history.
A	2	Dynamic Earth	2	Pangaea and Continental Drift	HS-ESS1-5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
A	2	Dynamic Earth	2	Pangaea and Continental Drift	HS-ESS1-6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

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A	2	Dynamic Earth	2	Pangaea and Continental Drift SEP.3.9-12.8	Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.
A	2	Dynamic Earth	3	Moving Plates DCI.ESS2.A.9-12.7	Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior.
A	2	Dynamic Earth	3	Moving Plates DCI.ESS2.B.9-12.5	The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection.
A	2	Dynamic Earth	3	Moving Plates HS-ESS1-5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
A	2	Dynamic Earth	4	Plate Boundaries 1 DCI.ESS1.C.9-12.5	Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million years old.
A	2	Dynamic Earth	4	Plate Boundaries 1 DCI.ESS2.A.9-12.7	Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior.
A	2	Dynamic Earth	4	Plate Boundaries 1 DCI.ESS2.B.9-12.4	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history.
A	2	Dynamic Earth	4	Plate Boundaries 1 HS-ESS1-5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
A	2	Dynamic Earth	4	Plate Boundaries 1 HS-ESS1-6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
A	2	Dynamic Earth	4	Plate Boundaries 1 SEP.3.9-12.8	Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.
A	2	Dynamic Earth	5	Plate Boundaries 2 DCI.ESS2.B.9-12.4	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history.
A	2	Dynamic Earth	5	Plate Boundaries 2 DCI.ESS2.B.9-12.6	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
A	2	Dynamic Earth	5	Plate Boundaries 2 HS-ESS1-5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
A	2	Dynamic Earth	5	Plate Boundaries 2 HS-ESS1-6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

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A	2	Dynamic Earth	5	Plate Boundaries	SEP.3.9-12.8	Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.
A	2	Dynamic Earth	6	Plate Tectonics: Historical Perspective	CCC.7.9-12.9	Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible.
A	2	Dynamic Earth	6	Plate Tectonics: Historical Perspective	DCI.ESS2.B.9-12.4	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history.
A	2	Dynamic Earth	6	Plate Tectonics: Historical Perspective	DCI.ESS2.B.9-12.6	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
A	2	Dynamic Earth	6	Plate Tectonics: Historical Perspective	HS-ESS1-5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
A	2	Dynamic Earth	6	Plate Tectonics: Historical Perspective	HS-ESS2-1	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
A	2	Dynamic Earth	7	Where Earthquakes and Volcanoes Occur	DCI.ESS1.C.9-12.5	Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million years old.
A	2	Dynamic Earth	7	Where Earthquakes and Volcanoes Occur	DCI.ESS2.A.9-12.7	Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior.
A	2	Dynamic Earth	8	Structure of Earth's Interior	DCI.ESS2.A.9-12.7	Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior.
A	2	Dynamic Earth	8	Structure of Earth's Interior	DCI.PS4.A.9-12.9	Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet.
A	2	Dynamic Earth	8	Structure of Earth's Interior	HS-ESS1-6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
A	2	Dynamic Earth	8	Structure of Earth's Interior	SEP.3.9-12.8	Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.
A	2	Dynamic Earth	9	Laboratory: Island Chain Formation	9-12.AF.8.5	Communicate scientific and/or technical information or ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (i.e., orally, graphically, textually, mathematically).
A	2	Dynamic Earth	9	Laboratory: Island Chain Formation	9-12.AH.1.1	Science investigations use diverse methods and do not always use the same set of procedures to obtain data.

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A	2	Dynamic Earth	9	Laboratory: Island Chain Formation	HS-ESS2-1	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
A	2	Dynamic Earth	9	Laboratory: Island Chain Formation	SEP.12.9-12.9	Use mathematical or computational representations of phenomena to describe explanations.
A	2	Dynamic Earth	9	Laboratory: Island Chain Formation	SEP.6.9-12.5	Communicate scientific ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).
A	2	Dynamic Earth	10	How Earthquakes Happen	DCI.ESS1.C.9-12.5	Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million years old.
A	2	Dynamic Earth	10	How Earthquakes Happen	DCI.ESS2.A.9-12.7	Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior.
A	2	Dynamic Earth	10	How Earthquakes Happen	DCI.PS4.A.9-12.9	Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet.
A	2	Dynamic Earth	10	How Earthquakes Happen	HS-ESS1-5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
A	2	Dynamic Earth	10	How Earthquakes Happen	HS-ESS1-6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
A	2	Dynamic Earth	10	How Earthquakes Happen	SEP.3.9-12.8	Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.
A	2	Dynamic Earth	11	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	2	Dynamic Earth	12	Mid-Unit Test	Multiple	All assessed standards covered in this unit
A	2	Dynamic Earth	13	Locating Earthquakes	DCI.ESS1.C.9-12.5	Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million years old.
A	2	Dynamic Earth	13	Locating Earthquakes	DCI.ESS2.A.9-12.7	Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior.
A	2	Dynamic Earth	13	Locating Earthquakes	DCI.PS4.A.9-12.9	Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet.

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A	2	Dynamic Earth	14	Earthquakes and Waves	DCI.ESS1.C.9-12.5	Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million years old.
A	2	Dynamic Earth	14	Earthquakes and Waves	DCI.ESS2.A.9-12.7	Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior.
A	2	Dynamic Earth	14	Earthquakes and Waves	DCI.PS4.A.9-12.9	Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet.
A	2	Dynamic Earth	15	Laboratory: Earthquake Epicenter	DCI.ESS1.C.9-12.5	Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million years old.
A	2	Dynamic Earth	15	Laboratory: Earthquake Epicenter	DCI.ESS2.A.9-12.7	Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior.
A	2	Dynamic Earth	15	Laboratory: Earthquake Epicenter	DCI.PS4.A.9-12.9	Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet.
A	2	Dynamic Earth	16	How Volcanoes Form	HS-ESS2-1	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
A	2	Dynamic Earth	16	How Volcanoes Form	HS-ESS2-3	Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
A	2	Dynamic Earth	17	Volcanic Zones	DCI.ESS2.A.9-12.8	The geological record shows that changes to global and regional climate can be caused by interactions among changes in the sun's energy output or Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and human activities. These changes can occur on a variety of time scales from sudden (e.g., volcanic ash clouds) to intermediate (ice ages) to very long-term tectonic cycles.
A	2	Dynamic Earth	18	Mountain Building	DCI.ESS2.B.9-12.6	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
A	2	Dynamic Earth	18	Mountain Building	HS-ESS2-1	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
A	2	Dynamic Earth	19	Impact of Geologic Events	DCI.ESS1.C.9-12.5	Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million years old.

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A	2	Dynamic Earth	19	Impact of Geologic Events	DCI.ESS2.A.9-12.7	Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior.
A	2	Dynamic Earth	19	Impact of Geologic Events	DCI.ESS2.B.9-12.4	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history.
A	2	Dynamic Earth	19	Impact of Geologic Events	DCI.ESS2.B.9-12.6	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
A	2	Dynamic Earth	19	Impact of Geologic Events	DCI.PS4.A.9-12.9	Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet.
A	2	Dynamic Earth	19	Impact of Geologic Events	HS-ESS1-5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
A	2	Dynamic Earth	20	Unit Test	Multiple	All assessed standards covered in this unit
A	3	Composition of the Earth	1	Minerals on Earth	DCI.ESS2.B.9-12.6	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
A	3	Composition of the Earth	1	Minerals on Earth	HS-ESS1-6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
A	3	Composition of the Earth	2	Mineral Properties	DCI.ESS2.B.9-12.6	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
A	3	Composition of the Earth	3	Valuable Minerals	DCI.ESS2.B.9-12.6	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
A	3	Composition of the Earth	3	Valuable Minerals	HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
A	3	Composition of the Earth	3	Valuable Minerals	HS-ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
A	3	Composition of the Earth	4	Crystal Structures	DCI.ESS2.B.9-12.6	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
A	3	Composition of the Earth	5	Rocks and Their Mineral Composition	N/A	No grade-level state specific standards applicable for this lesson
A	3	Composition of the Earth	6	Three Kinds of Rocks	N/A	No grade-level state specific standards applicable for this lesson

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A	3	Composition of the Earth	7	Laboratory: Rocks and Minerals 1	DCI.ESS2.B.9-12.6	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
A	3	Composition of the Earth	8	Laboratory: Rocks and Minerals 2	DCI.ESS2.B.9-12.6	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
A	3	Composition of the Earth	9	Mid-Unit Test	Multiple	All assessed standards covered in this unit
A	3	Composition of the Earth	10	Rock Origins 1	HS-ESS1-5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
A	3	Composition of the Earth	11	Rock Origins 2	HS-ESS1-5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
A	3	Composition of the Earth	12	The Rock Cycle	DCI.ESS2.B.9-12.6	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
A	3	Composition of the Earth	13	Earth Materials Change	DCI.ESS2.A.9-12.6	Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes.
A	3	Composition of the Earth	13	Earth Materials Change	DCI.ESS2.B.9-12.4	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history.
A	3	Composition of the Earth	13	Earth Materials Change	DCI.ESS2.B.9-12.6	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
A	3	Composition of the Earth	13	Earth Materials Change	HS-ESS1-5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
A	3	Composition of the Earth	13	Earth Materials Change	HS-ESS2-5	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
A	3	Composition of the Earth	14	Weathering and Erosion	DCI.ESS2.A.9-12.6	Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes.
A	3	Composition of the Earth	14	Weathering and Erosion	DCI.ESS2.B.9-12.6	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
A	3	Composition of the Earth	14	Weathering and Erosion	DCI.ESS2.C.9-12.8	The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks.
A	3	Composition of the Earth	14	Weathering and Erosion	HS-ESS2-5	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
A	3	Composition of the Earth	15	Land Use and Its Effects	DCI.ESS2.A.9-12.6	Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes.

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A	3	Composition of the Earth	15	Land Use and Its Effects	DCI.ESS2.B.9-12.6	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
A	3	Composition of the Earth	16	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	3	Composition of the Earth	17	Unit Test	Multiple	All assessed standards covered in this unit
A	4	Geologic History	1	Earth's History	DCI.ESS1.C.9-12.5	Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million years old.
A	4	Geologic History	1	Earth's History	DCI.ESS2.B.9-12.4	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history.
A	4	Geologic History	1	Earth's History	DCI.ESS2.B.9-12.6	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
A	4	Geologic History	1	Earth's History	HS-ESS1-6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
A	4	Geologic History	2	Earth's History and Change	DCI.ESS1.C.9-12.6	Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history.
A	4	Geologic History	2	Earth's History and Change	DCI.PS1.C.9-12.2	Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials.
A	4	Geologic History	2	Earth's History and Change	HS-ESS2-7	Construct an argument based on evidence about the simultaneous coevolution of Earth systems and life on Earth.
A	4	Geologic History	2	Earth's History and Change	SEP.3.9-12.8	Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.
A	4	Geologic History	3	The Fossil Record	HS-ESS1-5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
A	4	Geologic History	3	The Fossil Record	HS-ESS1-6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
A	4	Geologic History	3	The Fossil Record	HS-ESS2-7	Construct an argument based on evidence about the simultaneous coevolution of Earth systems and life on Earth.
A	4	Geologic History	3	The Fossil Record	SEP.3.9-12.8	Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.

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A	4	Geologic History	4	Age of Geologic Features	DCI.ESS1.C.9-12.5	Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million years old.
A	4	Geologic History	4	Age of Geologic Features	DCI.ESS1.C.9-12.6	Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history.
A	4	Geologic History	4	Age of Geologic Features	DCI.PS1.C.9-12.2	Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials.
A	4	Geologic History	4	Age of Geologic Features	SEP.12.9-12.10	Use a computational representation of phenomena or design solutions to describe and/or support claims and/or explanations.
A	4	Geologic History	5	Earth's History Written in Rocks	DCI.ESS1.C.9-12.6	Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history.
A	4	Geologic History	5	Earth's History Written in Rocks	DCI.ESS2.B.9-12.4	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history.
A	4	Geologic History	5	Earth's History Written in Rocks	DCI.ESS2.B.9-12.6	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
A	4	Geologic History	5	Earth's History Written in Rocks	DCI.PS1.C.9-12.2	Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials.
A	4	Geologic History	5	Earth's History Written in Rocks	HS-ESS1-5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
A	4	Geologic History	5	Earth's History Written in Rocks	HS-ESS1-6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
A	4	Geologic History	5	Earth's History Written in Rocks	SEP.3.9-12.8	Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.
A	4	Geologic History	6	Laboratory: Interpreting Geology 1	DCI.ESS1.C.9-12.6	Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history.
A	4	Geologic History	6	Laboratory: Interpreting Geology 1	DCI.ESS2.B.9-12.4	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history.
A	4	Geologic History	6	Laboratory: Interpreting Geology 1	DCI.ESS2.B.9-12.6	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.

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A	4	Geologic History	6	Laboratory: Interpreting Geology 1	DCI.PS1.C.9-12.2	Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials.
A	4	Geologic History	6	Laboratory: Interpreting Geology 1	HS-ESS1-5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
A	4	Geologic History	6	Laboratory: Interpreting Geology 1	HS-ESS1-6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
A	4	Geologic History	6	Laboratory: Interpreting Geology 1	SEP.3.9-12.8	Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.
A	4	Geologic History	7	Laboratory: Interpreting Geology 2	DCI.ESS1.C.9-12.6	Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history.
A	4	Geologic History	7	Laboratory: Interpreting Geology 2	DCI.ESS2.B.9-12.4	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history.
A	4	Geologic History	7	Laboratory: Interpreting Geology 2	DCI.ESS2.B.9-12.6	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
A	4	Geologic History	7	Laboratory: Interpreting Geology 2	DCI.PS1.C.9-12.2	Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials.
A	4	Geologic History	8	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	4	Geologic History	9	Unit Test	Multiple	All assessed standards covered in this unit
A	5	Earth's Atmosphere	1	Layers in the Atmosphere	DCI.ESS2.D.9-12.6	The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.
A	5	Earth's Atmosphere	1	Layers in the Atmosphere	DCI.ESS2.D.9-12.7	Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.
A	5	Earth's Atmosphere	2	Composition of the Atmosphere	DCI.ESS2.D.9-12.6	The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.
A	5	Earth's Atmosphere	2	Composition of the Atmosphere	DCI.ESS2.D.9-12.7	Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.
A	5	Earth's Atmosphere	3	History of Earth's Atmosphere	DCI.ESS2.D.9-12.7	Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.
A	5	Earth's Atmosphere	3	History of Earth's Atmosphere	HS-ESS2-6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere and biosphere.

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A	5	Earth's Atmosphere	4	Atmosphere and Life on Earth	CI.ESS2.D.9-12.7	Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.
A	5	Earth's Atmosphere	4	Atmosphere and Life on Earth	HS-ESS2-7	Construct an argument based on evidence about the simultaneous coevolution of Earth systems and life on Earth.
A	5	Earth's Atmosphere	5	Laboratory: Barometer 1	SEP.6.9-12.5	Communicate scientific ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).
A	5	Earth's Atmosphere	6	Laboratory: Barometer 2	SEP.6.9-12.5	Communicate scientific ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).
A	5	Earth's Atmosphere	7	Mid-Unit Test	Multiple	All assessed standards covered in this unit
A	5	Earth's Atmosphere	8	The Sun and Energy	DCI.ESS2.D.9-12.6	The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.
A	5	Earth's Atmosphere	8	The Sun and Energy	HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth systems result in changes in climate.
A	5	Earth's Atmosphere	9	Temperature and Air Pressure	HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth systems result in changes in climate.
A	5	Earth's Atmosphere	10	Air Circulation Patterns 1	HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth systems result in changes in climate.
A	5	Earth's Atmosphere	11	Air Circulation Patterns 2	HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth systems result in changes in climate.
A	5	Earth's Atmosphere	12	Air Movement and Weather	HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth systems result in changes in climate.
A	5	Earth's Atmosphere	13	Wind and Human Activity	SEP.1.9-12.1	Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.
A	5	Earth's Atmosphere	14	Wind and Human Activity	DCI.ESS3.B.9-12.5	Natural hazards and other geologic events have shaped the course of human history; [they] have significantly altered the sizes of human populations and have driven human migrations.
A	5	Earth's Atmosphere	14	Wind and Human Activity	HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
A	5	Earth's Atmosphere	14	Wind and Human Activity	HS-ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
A	5	Earth's Atmosphere	15	Laboratory: Energy Absorption/Reflection 1	CCC.3.9-12.10	Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth).
A	5	Earth's Atmosphere	15	Laboratory: Energy Absorption/Reflection 1	DCI.ESS2.D.9-12.6	The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.
A	5	Earth's Atmosphere	15	Laboratory: Energy Absorption/Reflection 1	SEP.6.9-12.5	Communicate scientific ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).
A	5	Earth's Atmosphere	16	Laboratory: Energy Absorption/Reflection 2	DCI.ESS2.D.9-12.6	The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.

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A	5	Earth's Atmosphere	17	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	5	Earth's Atmosphere	18	Unit Test	Multiple	All assessed standards covered in this unit
A	6	Weather 1	1	What Makes the Weather?	HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth systems result in changes in climate.
A	6	Weather 1	2	Gathering Weather Data	HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth systems result in changes in climate.
A	6	Weather 1	3	Weather Maps	N/A	No grade-level state specific standards applicable for this lesson
A	6	Weather 1	4	Laboratory: Weather Map Interpretation 1	HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth systems result in changes in climate.
A	6	Weather 1	5	Laboratory: Weather Map Interpretation 2	HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth systems result in changes in climate.
A	6	Weather 1	6	Cloud Formation	DCI.ESS2.C.9-12.8	The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks.
A	6	Weather 1	7	How Storms Develop	N/A	No grade-level state specific standards applicable for this lesson
A	6	Weather 1	8	Determining Level of Risk	N/A	No grade-level state specific standards applicable for this lesson
A	6	Weather 1	9	Preparing for Severe Weather	DCI.ESS3.B.9-12.5	Natural hazards and other geologic events have shaped the course of human history; [they] have significantly altered the sizes of human populations and have driven human migrations.
A	6	Weather 1	9	Preparing for Severe Weather	HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
A	6	Weather 1	10	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	6	Weather 1	11	Unit Test	Multiple	All assessed standards covered in this unit
A	7	Semester Review and Test	1	Semester Review	DCI.ESS2.A.9-12.7	Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior.
A	7	Semester Review and Test	1	Semester Review	DCI.ESS2.B.9-12.4	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history.

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A	7	Semester Review and Test	1	Semester Review	DCI.ESS2.B.9-12.6	Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
A	7	Semester Review and Test	1	Semester Review	DCI.ESS2.D.9-12.6	The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.
A	7	Semester Review and Test	1	Semester Review	DCI.LS2.B.9-12.5	Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes.
A	7	Semester Review and Test	2	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	7	Semester Review and Test	3	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	7	Semester Review and Test	4	Semester Test	Multiple	All assessed standards covered by this point in the course
B	1	Weather 2	1	Semester Introduction	N/A	No grade-level state specific standards applicable for this lesson
B	1	Weather 2	2	Weather vs. Climate	HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth systems result in changes in climate.
B	1	Weather 2	3	What Influences the Weather?	N/A	No grade-level state specific standards applicable for this lesson
B	1	Weather 2	4	Comparing the Weather	HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth systems result in changes in climate.
B	1	Weather 2	5	Climatic Zones	HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth systems result in changes in climate.
B	1	Weather 2	6	Laboratory: Cloud Formation	HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth systems result in changes in climate.
B	1	Weather 2	7	Laboratory: Relative Humidity	DCI.ESS2.D.9-12.6	The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.
B	1	Weather 2	7	Laboratory: Relative Humidity	SEP.6.9-12.5	Communicate scientific ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).

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B	1	Weather 2	7	Laboratory: Relative Humidity	SEP.7.9-12.1 Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
B	1	Weather 2	8	Biomes on Earth	HS-ESS2-7 Construct an argument based on evidence about the simultaneous coevolution of Earth systems and life on Earth.
B	1	Weather 2	9	The Greenhouse Effect	DCI.ESS2.D.9-12.6 The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.
B	1	Weather 2	9	The Greenhouse Effect	DCI.ESS2.D.9-12.7 Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.
B	1	Weather 2	9	The Greenhouse Effect	DCI.ESS2.D.9-12.8 Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate.
B	1	Weather 2	9	The Greenhouse Effect	DCI.ESS2.D.9-12.9 Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the ways in which these gases are absorbed by the ocean and biosphere.
B	1	Weather 2	9	The Greenhouse Effect	HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
B	1	Weather 2	9	The Greenhouse Effect	HS-ESS3-5 Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
B	1	Weather 2	10	Greenhouse Effect Analyses	DCI.ESS2.D.9-12.6 The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.
B	1	Weather 2	10	Greenhouse Effect Analyses	DCI.ESS2.D.9-12.7 Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.
B	1	Weather 2	10	Greenhouse Effect Analyses	DCI.ESS2.D.9-12.8 Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate.
B	1	Weather 2	10	Greenhouse Effect Analyses	DCI.ESS2.D.9-12.9 Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the ways in which these gases are absorbed by the ocean and biosphere.
B	1	Weather 2	10	Greenhouse Effect Analyses	HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
B	1	Weather 2	10	Greenhouse Effect Analyses	HS-ESS3-5 Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
B	1	Weather 2	11	Climate Change	DCI.ESS2.D.9-12.6 The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.

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B	1	Weather 2	11	Climate Change	DCI.ESS2.D.9-12.8	Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate.
B	1	Weather 2	11	Climate Change	DCI.ESS2.D.9-12.9	Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the ways in which these gases are absorbed by the ocean and biosphere.
B	1	Weather 2	11	Climate Change	HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
B	1	Weather 2	11	Climate Change	HS-ESS3-5	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
B	1	Weather 2	12	Patterns of Climate Change	HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
B	1	Weather 2	13	Laboratory: Temperature of Water and Soil 1	N/A	No grade-level state specific standards applicable for this lesson
B	1	Weather 2	14	Laboratory: Temperature of Water and Soil 2	N/A	No grade-level state specific standards applicable for this lesson
B	1	Weather 2	15	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	1	Weather 2	16	Unit Test	Multiple	All assessed standards covered in this unit
B	2	Oceans	1	Oceans of the World	N/A	No grade-level state specific standards applicable for this lesson
B	2	Oceans	2	Chemistry of the Oceans	N/A	No grade-level state specific standards applicable for this lesson
B	2	Oceans	3	Physical Properties of Seawater	DCI.ESS2.C.9-12.8	The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks.
B	2	Oceans	3	Physical Properties of Seawater	HS-ESS2-5	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
B	2	Oceans	4	Ocean Dynamics	DCI.ESS2.C.9-12.8	The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks.
B	2	Oceans	5	Laboratory: Ocean Water Density 1	DCI.ESS2.C.9-12.8	The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks.

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B	2	Oceans	5	Laboratory: Ocean Water Density 1	SEP.7.9-12.1 Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
B	2	Oceans	6	Laboratory: Ocean Water Density 2	DCI.ESS2.C.9-12.8 The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks.
B	2	Oceans	7	Ocean Currents	N/A No grade-level state specific standards applicable for this lesson
B	2	Oceans	8	Mid-Unit Test	Multiple All assessed standards covered in this unit
B	2	Oceans	9	Ocean Floor	DCI.ESS2.B.9-12.6 Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.
B	2	Oceans	10	Ocean Conditions and Life	N/A No grade-level state specific standards applicable for this lesson
B	2	Oceans	11	Marine Life Zones	N/A No grade-level state specific standards applicable for this lesson
B	2	Oceans	12	Laboratory: Ocean Floor Sediments 1	SEP.7.9-12.1 Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
B	2	Oceans	13	Laboratory: Ocean Floor Sediments 2	SEP.7.9-12.1 Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
B	2	Oceans	14	Marine Organisms	N/A No grade-level state specific standards applicable for this lesson
B	2	Oceans	15	Marine Resources	HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
B	2	Oceans	16	Your Choice	N/A Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	2	Oceans	17	Unit Test	Multiple All assessed standards covered in this unit
B	3	Cycles on Earth	1	Biogeochemical Cycles	DCI.ESS2.D.9-12.7 Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.
B	3	Cycles on Earth	1	Biogeochemical Cycles	DCI.LS2.B.9-12.5 Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes.
B	3	Cycles on Earth	1	Biogeochemical Cycles	HS-ESS2-6 Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere and biosphere.

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B	3	Cycles on Earth	2	Nitrogen Cycle	N/A	No grade-level state specific standards applicable for this lesson
B	3	Cycles on Earth	3	Carbon Cycle	CCC.5.9-10.14	Energy drives the cycling of matter within and between systems.
B	3	Cycles on Earth	3	Carbon Cycle	DCI.ESS2.D.9-12.7	Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.
B	3	Cycles on Earth	3	Carbon Cycle	DCI.LS2.B.9-12.5	Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes.
B	3	Cycles on Earth	3	Carbon Cycle	HS-ESS2-6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
B	3	Cycles on Earth	3	Carbon Cycle	SEP.4.9-12.1	Develop a model based on evidence to illustrate the relationships between systems or between components of a system.
B	3	Cycles on Earth	4	Life and the Carbon Cycle	CCC.5.9-10.14	Energy drives the cycling of matter within and between systems.
B	3	Cycles on Earth	4	Life and the Carbon Cycle	DCI.ESS2.D.9-12.9	Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the ways in which these gases are absorbed by the ocean and biosphere.
B	3	Cycles on Earth	4	Life and the Carbon Cycle	HS-ESS2-6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
B	3	Cycles on Earth	4	Life and the Carbon Cycle	SEP.4.9-12.1	Develop a model based on evidence to illustrate the relationships between systems or between components of a system.
B	3	Cycles on Earth	5	Laboratory: Carbon Cycle Analysis 1	CCC.5.9-10.14	Energy drives the cycling of matter within and between systems.
B	3	Cycles on Earth	5	Laboratory: Carbon Cycle Analysis 1	DCI.ESS2.D.9-12.7	Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.
B	3	Cycles on Earth	5	Laboratory: Carbon Cycle Analysis 1	DCI.ESS2.D.9-12.8	Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate.
B	3	Cycles on Earth	5	Laboratory: Carbon Cycle Analysis 1	DCI.LS2.B.9-12.5	Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes.
B	3	Cycles on Earth	5	Laboratory: Carbon Cycle Analysis 1	HS-ESS2-6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
B	3	Cycles on Earth	5	Laboratory: Carbon Cycle Analysis 1	HS-LS2-5	Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
B	3	Cycles on Earth	5	Laboratory: Carbon Cycle Analysis 1	SEP.4.9-12.1	Develop a model based on evidence to illustrate the relationships between systems or between components of a system.
B	3	Cycles on Earth	6	Laboratory: Carbon Cycle Analysis 2	DCI.ESS2.D.9-12.7	Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.
B	3	Cycles on Earth	6	Laboratory: Carbon Cycle Analysis 2	DCI.LS2.B.9-12.5	Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes.
B	3	Cycles on Earth	6	Laboratory: Carbon Cycle Analysis 2	HS-ESS2-6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
B	3	Cycles on Earth	6	Laboratory: Carbon Cycle Analysis 2	HS-LS2-5	Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

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B	3	Cycles on Earth	7	Water Cycle	DCI.ESS2.C.9-12.8	The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks.
B	3	Cycles on Earth	7	Water Cycle	HS-ESS2-5	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
B	3	Cycles on Earth	8	How Humans Alter Cycles	DCI.ESS2.D.9-12.7	Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.
B	3	Cycles on Earth	8	How Humans Alter Cycles	DCI.ESS2.D.9-12.8	Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate.
B	3	Cycles on Earth	8	How Humans Alter Cycles	DCI.ESS3.B.9-12.5	Natural hazards and other geologic events have shaped the course of human history; [they] have significantly altered the sizes of human populations and have driven human migrations.
B	3	Cycles on Earth	8	How Humans Alter Cycles	DCI.LS2.C.9-12.5	Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species.
B	3	Cycles on Earth	8	How Humans Alter Cycles	HS-ESS3-6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
B	3	Cycles on Earth	9	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	3	Cycles on Earth	10	Unit Test	Multiple	All assessed standards covered in this unit
B	4	Astronomy	1	The Sun	DCI.ESS1.A.9-12.5	The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years.
B	4	Astronomy	1	The Sun	DCI.ESS1.A.9-12.8	Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode.
B	4	Astronomy	1	The Sun	DCI.PS3.D.9-12.1	Nuclear Fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation.
B	4	Astronomy	1	The Sun	HS-ESS1-1	Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
B	4	Astronomy	1	Earth's Natural Resources	HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
B	4	Astronomy	2	Solar Phenomena	N/A	No grade-level state specific standards applicable for this lesson
B	4	Astronomy	3	The Earth-Moon-Sun System	N/A	No grade-level state specific standards applicable for this lesson
B	4	Astronomy	4	Laboratory: Solar Energy	HS-ESS1-1	Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

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B	4	Astronomy	4	Laboratory: Solar Energy	SEP.6.9-12.5	Communicate scientific ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).
B	4	Astronomy	4	Laboratory: Solar Energy	SEP.7.9-12.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
B	4	Astronomy	5	Solar and Lunar Eclipses	HS-ESS1-4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
B	4	Astronomy	6	The Moon's Influence	HS-ESS1-4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
B	4	Astronomy	7	Earth Movement and Seasons	DCI.ESS1.B.9-12.7	Cyclical changes in the shape of Earth's orbit around the sun, together with changes in the tilt of the planet's axis of rotation, both occurring over hundreds of thousands of years, have altered the intensity and distribution of sunlight falling on the earth. These phenomena cause a cycle of ice ages and other gradual climate changes.
B	4	Astronomy	7	Earth Movement and Seasons	HS-ESS1-4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
B	4	Astronomy	8	Laboratory: Earth, Moon, Sun Motion	HS-ESS1-4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
B	4	Astronomy	8	Laboratory: Earth, Moon, Sun Motion	SEP.12.9-12.9	Use mathematical or computational representations of phenomena to describe explanations.
B	4	Astronomy	9	Laboratory: Sunrise and Sunset	HS-ESS1-4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
B	4	Astronomy	9	Laboratory: Sunrise and Sunset	SEP.12.9-12.9	Use mathematical or computational representations of phenomena to describe explanations.
B	4	Astronomy	9	Laboratory: Sunrise and Sunset	SEP.3.9-12.6	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
B	4	Astronomy	10	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	4	Astronomy	11	Mid-Unit Test	Multiple	All assessed standards covered in this unit
B	4	Astronomy	12	Origin of the Solar System	DCI.ESS1.A.9-12.5	The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years.
B	4	Astronomy	12	Origin of the Solar System	DCI.ESS1.C.9-12.6	Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history.

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B	4	Astronomy	12	Origin of the Solar System	HS-ESS1-1	Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
B	4	Astronomy	13	Gravitational Forces in the Solar System	DCI.ESS1.B.9-12.6	Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system.
B	4	Astronomy	13	Gravitational Forces in the Solar System	HS-ESS1-4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
B	4	Astronomy	13	Gravitational Forces in the Solar System	SEP.12.9-12.9	Use mathematical or computational representations of phenomena to describe explanations.
B	4	Astronomy	14	Features of the Solar System	DCI.ESS1.C.9-12.6	Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history.
B	4	Astronomy	15	The Planets	N/A	No grade-level state specific standards applicable for this lesson
B	4	Astronomy	16	Planetary Impacts	DCI.ESS1.B.9-12.6	Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system.
B	4	Astronomy	16	Planetary Impacts	DCI.ESS1.C.9-12.6	Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history.
B	4	Astronomy	17	Electromagnetic Spectrum	DCI.ESS1.A.9-12.6	The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth.
B	4	Astronomy	17	Electromagnetic Spectrum	DCI.PS4.B.9-12.8	When light or longer wavelength electromagnetic radiation is absorbed in matter, it is generally converted into thermal energy (heat). Shorter wavelength electromagnetic radiation (ultraviolet, X-rays, gamma rays) can ionize atoms and cause damage to living cells.
B	4	Astronomy	18	Light: A Tool for Astronomy	DCI.ESS1.A.9-12.6	The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth.
B	4	Astronomy	19	Distances in Space	DCI.ESS1.A.9-12.6	The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth.
B	4	Astronomy	20	Life Cycle of a Star	DCI.ESS1.A.9-12.5	The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years.
B	4	Astronomy	20	Life Cycle of a Star	DCI.ESS1.A.9-12.6	The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth.
B	4	Astronomy	20	Life Cycle of a Star	DCI.ESS1.A.9-12.8	Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode.
B	4	Astronomy	20	Life Cycle of a Star	HS-ESS1-3	Communicate scientific ideas about the way stars, over their life cycle, produce elements.

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B	4	Astronomy	21	Color and Brightness of Stars	DCI.ESS1.A.9-12.6	The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth.
B	4	Astronomy	21	Color and Brightness of Stars	DCI.ESS1.A.9-12.8	Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode.
B	4	Astronomy	21	Color and Brightness of Stars	HS-ESS1-3	Communicate scientific ideas about the way stars, over their life cycle, produce elements.
B	4	Astronomy	22	Star Interiors	DCI.ESS1.A.9-12.6	The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth.
B	4	Astronomy	22	Star Interiors	DCI.ESS1.A.9-12.8	Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode.
B	4	Astronomy	22	Star Interiors	DCI.PS1.A.9-12.1	Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons.
B	4	Astronomy	22	Star Interiors	DCI.PS1.C.9-12.1	Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process.
B	4	Astronomy	22	Star Interiors	DCI.PS3.D.9-12.1	Nuclear Fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation.
B	4	Astronomy	22	Star Interiors	HS-ESS1-3	Communicate scientific ideas about the way stars, over their life cycle, produce elements.
B	4	Astronomy	23	What's a Galaxy?	N/A	No grade-level state specific standards applicable for this lesson
B	4	Astronomy	24	Searching for Objects in Space	N/A	No grade-level state specific standards applicable for this lesson
B	4	Astronomy	25	The Big Bang Theory	DCI.ESS1.A.9-12.7	The Big Bang theory is supported by observations of distant galaxies receding from our own, of the measured composition of stars and non-stellar gases, and of the maps of spectra of the primordial radiation (cosmic microwave background) that still fills the universe.
B	4	Astronomy	25	The Big Bang Theory	HS-ESS1-2	Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
B	4	Astronomy	26	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	4	Astronomy	27	Unit Test	Multiple	All assessed standards covered in this unit
B	5	Earth's Resources	2	Renewable vs. Nonrenewable Resources	DCI.ESS3.A.9-12.5	All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors.
B	5	Earth's Resources	2	Renewable vs. Nonrenewable Resources	HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

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B	5	Earth's Resources	3	Mineral Resources	DCI.ESS3.A.9-12.5	All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors.
B	5	Earth's Resources	3	Mineral Resources	HS-ESS3-2	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
B	5	Earth's Resources	4	Locating Resources	DCI.ESS3.A.9-12.5	All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors.
B	5	Earth's Resources	5	Managing Resources	DCI.ESS3.A.9-12.5	All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors.
B	5	Earth's Resources	5	Managing Resources	DCI.ESS3.C.9-12.5	The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources.
B	5	Earth's Resources	5	Managing Resources	HS-ESS3-2	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
B	5	Earth's Resources	6	Using Resources Wisely	DCI.ESS3.A.9-12.5	All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors.
B	5	Earth's Resources	6	Using Resources Wisely	DCI.ESS3.C.9-12.5	The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources.
B	5	Earth's Resources	6	Using Resources Wisely	HS-ESS3-2	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
B	5	Earth's Resources	7	Mid-Unit Test	Multiple	All assessed standards covered in this unit
B	5	Earth's Resources	8	Environmental Issues	HS-ESS3-2	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
B	5	Earth's Resources	9	Laboratory: Air Pollution Watch	9-12.AF.1.2	Evaluate a question to determine if it is testable and relevant. Ask questions that can be investigated within the scope of the school laboratory, research facilities, or field (e.g., outdoor environment) with available resources and, when appropriate, frame a hypothesis based on a model or theory. Ask and/or evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design. Define a design problem that involves the development of a process or system with interacting components and criteria and constraints that may include social, technical, and/or environmental considerations.
B	5	Earth's Resources	9	Laboratory: Air Pollution Watch	9-12.AF.3.3	Plan and conduct an investigation or test a design solution in a safe and ethical manner including considerations of environmental, social, and personal impacts.
B	5	Earth's Resources	9	Laboratory: Air Pollution Watch	SEP.1.9-12.1	Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.
B	5	Earth's Resources	9	Laboratory: Air Pollution Watch	SEP.2.9-12.3	Analyze complex real-world problems by specifying criteria and constraints for successful solutions.
B	5	Earth's Resources	9	Laboratory: Air Pollution Watch	SEP.3.9-12.10	Design a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.

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B	5	Earth's Resources	9	Laboratory: Air Pollution Watch	SEP.3.9-12.11	Evaluate a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.
B	5	Earth's Resources	9	Laboratory: Air Pollution Watch	SEP.3.9-12.9	Design or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.
B	5	Earth's Resources	9	Laboratory: Air Pollution Watch	SEP.6.9-12.5	Communicate scientific ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).
B	5	Earth's Resources	9	Laboratory: Air Pollution Watch	SEP.7.9-12.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
B	5	Earth's Resources	10	Water Resources	DCI.LS4.D.9-12.5	Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.
B	5	Earth's Resources	11	Humans and the Environment	DCI.ESS2.D.9-12.6	The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.
B	5	Earth's Resources	11	Humans and the Environment	DCI.ESS2.D.9-12.8	Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate.
B	5	Earth's Resources	12	Conservation	DCI.ESS3.C.9-12.5	The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources.
B	5	Earth's Resources	12	Conservation	DCI.LS4.D.9-12.5	Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.
B	5	Earth's Resources	12	Conservation	HS-ESS3-2	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
B	5	Earth's Resources	12	Conservation	HS-ESS3-3	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
B	5	Earth's Resources	13	Population Growth	DCI.ESS3.C.9-12.5	The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources.
B	5	Earth's Resources	13	Population Growth	HS-ESS3-3	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
B	5	Earth's Resources	14	Population Changes	CCC.3.9-12.10	Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth).

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B	5	Earth's Resources	14	Population Changes	DCI.ESS3.C.9-12.5	The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources.
B	5	Earth's Resources	14	Population Changes	DCI.LS2.A.9-12.8	Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.
B	5	Earth's Resources	14	Population Changes	HS-ESS3-3	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
B	5	Earth's Resources	14	Population Changes	SEP.4.9-12.5	Use a model to provide mechanistic accounts of phenomena.
B	5	Earth's Resources	15	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	5	Earth's Resources	16	Unit Test	Multiple	All assessed standards covered in this unit
B	6	Semester Review and Test	1	Semester Review	Multiple	All assessed standards covered by this point in the course
B	6	Semester Review and Test	2	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	6	Semester Review and Test	3	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	6	Semester Review and Test	4	Unit Test	Multiple	All assessed standards covered in this unit

Stride		Next Generation Science Standards for High School Life Science Attachment 28 - ACAD Compared to SCI203D Summit Biology				
Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	The Science of Biology	1	Semester Introduction	9-12.AH.5.1	Science is both a body of knowledge that represents a current understanding of natural systems and the processes used to refine, elaborate, revise, and extend this knowledge.
A	1	The Science of Biology	2	Biology and Scientific Methods	9-12.AH.5.1	Science is both a body of knowledge that represents a current understanding of natural systems and the processes used to refine, elaborate, revise, and extend this knowledge.
A	1	The Science of Biology	2	Biology and Scientific Methods	9-12.AH.5.3	Science distinguishes itself from other ways of knowing through use of empirical standards, logical arguments, and skeptical review.
A	1	The Science of Biology	2	Biology and Scientific Methods	9-12.AH.5.4	Science knowledge has a history that includes the refinement of, and changes to, theories, ideas, and beliefs over time.
A	1	The Science of Biology	2	Biology and Scientific Methods	9-12.AH.8.1	Not all questions can be answered by science.
A	1	The Science of Biology	2	Biology and Scientific Methods	9-12.AH.8.3	Science knowledge indicates what can happen in natural systems—not what should happen. The latter involves ethics, values, and human decisions about the use of knowledge.
A	1	The Science of Biology	2	Biology and Scientific Methods	SEP.10.2	Most scientific knowledge is quite durable, but is, in principle, subject to change based on new evidence and/or reinterpretation of existing evidence.
A	1	The Science of Biology	3	Scientific Processes 1	9-12.AF.1.2	Evaluate a question to determine if it is testable and relevant. Ask questions that can be investigated within the scope of the school laboratory, research facilities, or field (e.g., outdoor environment) with available resources and, when appropriate, frame a hypothesis based on a model or theory. Ask and/or evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design. Define a design problem that involves the development of a process or system with interacting components and criteria and constraints that may include social, technical, and/or environmental considerations.
A	1	The Science of Biology	3	Scientific Processes 1	9-12.AH.4.5	Scientists often use hypotheses to develop and test theories and explanations.
A	1	The Science of Biology	4	Scientific Processes 2	9-12.AF.1.1	Ask questions that arise from careful observation of phenomena, or unexpected results, to clarify and/or seek additional information. that arise from examining models or a theory, to clarify and/or seek additional information and relationships. to determine relationships, including quantitative relationships, between independent and dependent variables. to clarify and refine a model, an explanation, or an engineering problem.
A	1	The Science of Biology	4	Scientific Processes 2	9-12.AF.3.5	Make directional hypotheses that specify what happens to a dependent variable when an independent variable is manipulated.
A	1	The Science of Biology	5	Laboratory: Using a Microscope	N/A	No grade-level state specific standards applicable for this lesson

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A	1	The Science of Biology	6	The Characteristics of Life 1	DCI.LS1.C.9-12.6	The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen.
A	1	The Science of Biology	7	The Characteristics of Life 2	DCI.LS1.A.9-12.6	Systems of specialized cells within organisms help them perform the essential functions of life.
A	1	The Science of Biology	7	The Characteristics of Life 2	DCI.LS1.B.9-12.7	In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism.
A	1	The Science of Biology	8	The Characteristics of Life 3	DCI.LS4.C.9-12.4	Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not.
A	1	The Science of Biology	8	The Characteristics of Life 3	HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
A	1	The Science of Biology	9	Energy and Life	DCI.LS1.C.9-12.6	The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen.
A	1	The Science of Biology	9	Energy and Life	DCI.LS2.B.9-12.3	Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes.
A	1	The Science of Biology	9	Energy and Life	DCI.LS2.B.9-12.5	Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes.
A	1	The Science of Biology	9	Energy and Life	DCI.PS3.D.9-12.3	The main way that solar energy is captured and stored on Earth is through the complex chemical process known as photosynthesis.
A	1	The Science of Biology	9	Energy and Life	HS-LS1-5	Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
A	1	The Science of Biology	10	Structure and Function	9-12.AG.6.2	The functions and properties of natural and designed objects and systems can be inferred from their overall structure, the way their components are shaped and used, and the molecular substructures of its various materials.
A	1	The Science of Biology	11	Unit Test	Multiple	All assessed standards covered in this unit
A	2	The Chemistry of Life	1	Chemistry Review	DCI.PS1.A.9-12.1	Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons.
A	2	The Chemistry of Life	1	Chemistry Review	DCI.PS1.A.9-12.2	The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
A	2	The Chemistry of Life	1	Chemistry Review	DCI.PS1.C.9-12.1	Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process.
A	2	The Chemistry of Life	2	Chemical Bonds	DCI.PS1.B.9-12.3	The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.

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A	2	The Chemistry of Life	3	Carbon and Life	HS-LS1-6	Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
A	2	The Chemistry of Life	4	Organic Compounds and Trace Elements	HS-LS1-6	Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
A	2	The Chemistry of Life	5	Ions in Living Things	N/A	No grade-level state specific standards applicable for this lesson
A	2	The Chemistry of Life	6	Useful Chemicals from Living Things	N/A	No grade-level state specific standards applicable for this lesson
A	2	The Chemistry of Life	7	Water	DCI.ESS2.C.9-12.8	The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks.
A	2	The Chemistry of Life	7	Water	DCI.PS1.A.9-12.3	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.
A	2	The Chemistry of Life	8	Laboratory: Investigating Biological Compounds 1	SEP.7.9-12.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
A	2	The Chemistry of Life	9	Laboratory: Investigating Biological Compounds 2	SEP.7.9-12.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
A	2	The Chemistry of Life	10	Laboratory: Investigating Biological Compounds 3	SEP.7.9-12.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
A	2	The Chemistry of Life	11	Mid-Unit Test	Multiple	All assessed standards covered in this unit
A	2	The Chemistry of Life	12	Simple Carbohydrates	DCI.LS1.C.9-12.7	The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells.
A	2	The Chemistry of Life	13	Complex Carbohydrates	DCI.LS1.C.9-12.7	The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells.
A	2	The Chemistry of Life	13	Complex Carbohydrates	HS-LS1-6	Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

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A	2	The Chemistry of Life	14	Lipids	DCI.LS1.C.9-12.7 The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells.
A	2	The Chemistry of Life	14	Lipids	HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
A	2	The Chemistry of Life	15	Amino Acids and Proteins	DCI.LS1.C.9-12.7 The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells.
A	2	The Chemistry of Life	15	Amino Acids and Proteins	HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
A	2	The Chemistry of Life	15	Amino Acids and Proteins	HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
A	2	The Chemistry of Life	16	Levels of Protein Structure	HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
A	2	The Chemistry of Life	17	Proteins as Enzymes	HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
A	2	The Chemistry of Life	18	Nucleic Acids	DCI.LS1.C.9-12.7 The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells.
A	2	The Chemistry of Life	18	Nucleic Acids	HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
A	2	The Chemistry of Life	18	Nucleic Acids	HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
A	2	The Chemistry of Life	19	ATP	N/A No grade-level state specific standards applicable for this lesson
A	2	The Chemistry of Life	20	Unit Test	Multiple All assessed standards covered in this unit
A	3	Cell Biology	1	The Cell and Life	DCI.LS1.A.9-12.8 Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.
A	3	Cell Biology	1	The Cell and Life	DCI.LS1.B.9-12.7 In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism.

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A	3	Cell Biology	1	The Cell and Life	HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
A	3	Cell Biology	2	Cell Structure	DCI.LS1.A.9-12.6	Systems of specialized cells within organisms help them perform the essential functions of life.
A	3	Cell Biology	3	Cell Organelles	DCI.LS1.A.9-12.6	Systems of specialized cells within organisms help them perform the essential functions of life.
A	3	Cell Biology	4	Two Types of Cells	N/A	No grade-level state specific standards applicable for this lesson
A	3	Cell Biology	5	Cell Membrane Structure	DCI.LS1.A.9-12.6	Systems of specialized cells within organisms help them perform the essential functions of life.
A	3	Cell Biology	6	Movement Across Membranes	SEP.4.9-12.1	Develop a model based on evidence to illustrate the relationships between systems or between components of a system.
A	3	Cell Biology	6	Movement Across Membranes	SEP.4.9-12.3	Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.
A	3	Cell Biology	6	Movement Across Membranes	SEP.4.9-12.4	Use a model based on evidence to illustrate the relationships between systems or between components of a system.
A	3	Cell Biology	7	Passive Transport	N/A	No grade-level state specific standards applicable for this lesson
A	3	Cell Biology	8	Active Transport	N/A	No grade-level state specific standards applicable for this lesson
A	3	Cell Biology	9	Laboratory: Cell Shape and Size 1	SEP.7.9-12.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
A	3	Cell Biology	10	Laboratory: Cell Shape and Size 2	SEP.7.9-12.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
A	3	Cell Biology	11	Laboratory: Cell Shape and Size 3	SEP.7.9-12.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
A	3	Cell Biology	12	Mid-Unit Test	Multiple	All assessed standards covered in this unit
A	3	Cell Biology	13	Glycolysis and Fermentation	DCI.LS2.B.9-12.3	Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes.
A	3	Cell Biology	13	Glycolysis and Fermentation	DCI.LS2.B.9-12.5	Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes.
A	3	Cell Biology	13	Glycolysis and Fermentation	HS-LS1-7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
A	3	Cell Biology	13	Glycolysis and Fermentation	HS-LS2-3	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
A	3	Cell Biology	14	The Krebs Cycle	HS-LS1-7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

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A	3	Cell Biology	15	The Electron Transport Chain	HS-LS1-7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
A	3	Cell Biology	16	Light and Photosynthesis	CCC.5.9-10.13	Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems.
A	3	Cell Biology	16	Light and Photosynthesis	CCC.5.9-10.14	Energy drives the cycling of matter within and between systems.
A	3	Cell Biology	16	Light and Photosynthesis	DCI.LS1.C.9-12.6	The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen.
A	3	Cell Biology	16	Light and Photosynthesis	DCI.LS2.B.9-12.3	Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes.
A	3	Cell Biology	16	Light and Photosynthesis	DCI.PS3.D.9-12.3	The main way that solar energy is captured and stored on Earth is through the complex chemical process known as photosynthesis.
A	3	Cell Biology	16	Light and Photosynthesis	HS-LS1-5	Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
A	3	Cell Biology	17	Photosynthesis and Glucose	CCC.5.9-10.13	Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems.
A	3	Cell Biology	17	Photosynthesis and Glucose	CCC.5.9-10.14	Energy drives the cycling of matter within and between systems.
A	3	Cell Biology	17	Photosynthesis and Glucose	DCI.LS1.C.9-12.6	The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen.
A	3	Cell Biology	17	Photosynthesis and Glucose	DCI.LS2.B.9-12.3	Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes.
A	3	Cell Biology	17	Photosynthesis and Glucose	DCI.PS3.D.9-12.3	The main way that solar energy is captured and stored on Earth is through the complex chemical process known as photosynthesis.
A	3	Cell Biology	17	Photosynthesis and Glucose	HS-LS1-5	Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
A	3	Cell Biology	18	Chemical Energy and Life	CCC.5.9-10.12	Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.
A	3	Cell Biology	18	Chemical Energy and Life	CCC.5.9-10.13	Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems.
A	3	Cell Biology	18	Chemical Energy and Life	CCC.5.9-10.14	Energy drives the cycling of matter within and between systems.
A	3	Cell Biology	18	Chemical Energy and Life	DCI.LS1.C.9-12.6	The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen.
A	3	Cell Biology	18	Chemical Energy and Life	DCI.LS1.C.9-12.8	As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products.
A	3	Cell Biology	18	Chemical Energy and Life	DCI.LS1.C.9-12.9	As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles. Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment.
A	3	Cell Biology	18	Chemical Energy and Life	DCI.LS2.B.9-12.3	Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes.
A	3	Cell Biology	18	Chemical Energy and Life	DCI.PS3.D.9-12.3	The main way that solar energy is captured and stored on Earth is through the complex chemical process known as photosynthesis.

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A	3	Cell Biology	18	Chemical Energy and Life	HS-LS1-5	Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
A	3	Cell Biology	18	Chemical Energy and Life	HS-LS1-7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
A	3	Cell Biology	18	Chemical Energy and Life	HS-LS2-3	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
A	3	Cell Biology	18	Chemical Energy and Life	HS-LS2-4	Use a mathematical representation to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
A	3	Cell Biology	19	Respiration and Photosynthesis	CCC.5.9-10.12	Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.
A	3	Cell Biology	19	Respiration and Photosynthesis	CCC.5.9-10.13	Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems.
A	3	Cell Biology	19	Respiration and Photosynthesis	CCC.5.9-10.14	Energy drives the cycling of matter within and between systems.
A	3	Cell Biology	19	Respiration and Photosynthesis	DCI.LS1.C.9-12.6	The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen.
A	3	Cell Biology	19	Respiration and Photosynthesis	DCI.LS1.C.9-12.7	The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells.
A	3	Cell Biology	19	Respiration and Photosynthesis	DCI.LS1.C.9-12.8	As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products.
A	3	Cell Biology	19	Respiration and Photosynthesis	DCI.LS1.C.9-12.9	As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles. Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment.
A	3	Cell Biology	19	Respiration and Photosynthesis	DCI.LS2.B.9-12.3	Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes.
A	3	Cell Biology	19	Respiration and Photosynthesis	HS-LS1-5	Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
A	3	Cell Biology	19	Respiration and Photosynthesis	HS-LS1-6	Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
A	3	Cell Biology	19	Respiration and Photosynthesis	HS-LS1-7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
A	3	Cell Biology	19	Respiration and Photosynthesis	HS-LS2-3	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
A	3	Cell Biology	19	Respiration and Photosynthesis	HS-LS2-4	Use a mathematical representation to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

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A	3	Cell Biology	20	Laboratory: Factors Affecting Transpiration 1	DCI.LS1.A.9-12.9 Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system.
A	3	Cell Biology	20	Laboratory: Factors Affecting Transpiration 1	DCI.LS2.B.9-12.5 Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes.
A	3	Cell Biology	20	Laboratory: Factors Affecting Transpiration 1	HS-LS2-5 Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
A	3	Cell Biology	20	Laboratory: Factors Affecting Transpiration 1	SEP.7.9-12.1 Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
A	3	Cell Biology	21	Discuss: Factors Affecting Transpiration	DCI.LS1.A.9-12.9 Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system.
A	3	Cell Biology	21	Discuss: Factors Affecting Transpiration	SEP.7.9-12.1 Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
A	3	Cell Biology	22	Laboratory: Factors Affecting Transpiration 2	DCI.LS1.A.9-12.9 Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system.
A	3	Cell Biology	22	Laboratory: Factors Affecting Transpiration 2	HS-LS2-5 Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
A	3	Cell Biology	22	Laboratory: Factors Affecting Transpiration 2	SEP.7.9-12.1 Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
A	3	Cell Biology	23	Reproduction and Development	DCI.LS1.B.9-12.7 In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together.

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A	3	Cell Biology	23	Reproduction	HS-LS1-4	Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
A	3	Cell Biology	24	Mitosis	DCI.LS1.B.9-12.7	In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism.
A	3	Cell Biology	24	Mitosis	HS-LS1-4	Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
A	3	Cell Biology	25	Laboratory: Observing Mitosis	DCI.LS1.B.9-12.7	In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism.
A	3	Cell Biology	25	Laboratory: Observing Mitosis	HS-LS1-4	Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
A	3	Cell Biology	26	Discuss: Observing Mitosis	HS-LS1-4	Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
A	3	Cell Biology	27	Cell Differentiation	DCI.LS1.B.9-12.7	In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism.
A	3	Cell Biology	27	Cell Differentiation	HS-LS1-4	Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
A	3	Cell Biology	28	Cell Specialization	DCI.LS1.A.9-12.6	Systems of specialized cells within organisms help them perform the essential functions of life.
A	3	Cell Biology	28	Cell Specialization	DCI.LS1.A.9-12.8	Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.
A	3	Cell Biology	28	Cell Specialization	DCI.LS1.B.9-12.7	In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism.
A	3	Cell Biology	28	Cell Specialization	HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
A	3	Cell Biology	28	Cell Specialization	SEP.4.9-12.3	Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.

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A	3	Cell Biology	29	Sexual Reproduction	DCI.LS3.B.9-12.6 In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited.
A	3	Cell Biology	30	Meiosis I	DCI.LS3.A.9-12.6 Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function.
A	3	Cell Biology	30	Meiosis I	DCI.LS3.B.9-12.6 In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited.
A	3	Cell Biology	30	Meiosis I	DCI.LS3.B.9-12.7 Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors.
A	3	Cell Biology	30	Meiosis I	DCI.LS4.B.9-12.4 Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals.
A	3	Cell Biology	30	Meiosis I	DCI.LS4.C.9-12.3 Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment.
A	3	Cell Biology	30	Meiosis I	HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
A	3	Cell Biology	30	Meiosis I	HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
A	3	Cell Biology	30	Meiosis I	HS-LS3-2 Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
A	3	Cell Biology	30	Meiosis I	HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

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A	3	Cell Biology	31	Meiosis II	DCI.LS3.A.9-12.6	Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function.
A	3	Cell Biology	31	Meiosis II	DCI.LS3.B.9-12.6	In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited.
A	3	Cell Biology	31	Meiosis II	DCI.LS3.B.9-12.7	Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors.
A	3	Cell Biology	31	Meiosis II	DCI.LS4.B.9-12.4	Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals.
A	3	Cell Biology	31	Meiosis II	DCI.LS4.C.9-12.3	Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment.
A	3	Cell Biology	31	Meiosis II	HS-LS1-4	Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
A	3	Cell Biology	31	Meiosis II	HS-LS3-1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
A	3	Cell Biology	31	Meiosis II	HS-LS3-2	Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
A	3	Cell Biology	31	Meiosis II	HS-LS4-2	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
A	3	Cell Biology	32	Unit Test	Multiple	All assessed standards covered in this unit
A	4	Mendelian Genetics	1	The Work of Gregor Mendel	DCI.LS1.A.9-12.7	All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.
A	4	Mendelian Genetics	2	Mendelian Inheritance	DCI.LS1.A.9-12.7	All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.

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A	4	Mendelian Genetics	2	Mendelian Inheritance	HS-LS3-1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
A	4	Mendelian Genetics	2	Mendelian Inheritance	HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
A	4	Mendelian Genetics	3	Laboratory: Genetic Crosses 1	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
A	4	Mendelian Genetics	3	Laboratory: Genetic Crosses 1	HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
A	4	Mendelian Genetics	3	Laboratory: Genetic Crosses 1	SEP.1.9-12.2	Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible.
A	4	Mendelian Genetics	3	Laboratory: Genetic Crosses 1	SEP.7.9-12.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
A	4	Mendelian Genetics	4	Laboratory: Genetic Crosses 2	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
A	4	Mendelian Genetics	4	Laboratory: Genetic Crosses 2	HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
A	4	Mendelian Genetics	4	Laboratory: Genetic Crosses 2	SEP.1.9-12.2	Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible.
A	4	Mendelian Genetics	4	Laboratory: Genetic Crosses 2	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
A	4	Mendelian Genetics	5	Pedigrees	N/A	No grade-level state specific standards applicable for this lesson
A	4	Mendelian Genetics	6	Laboratory: Gene Mapping 1	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
A	4	Mendelian Genetics	6	Laboratory: Gene Mapping 1	DCI.LS1.A.9-12.7	All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.
A	4	Mendelian Genetics	6	Laboratory: Gene Mapping 1	DCI.LS3.A.9-12.6	Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function.
A	4	Mendelian Genetics	6	Laboratory: Gene Mapping 1	SEP.1.9-12.2	Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible.
A	4	Mendelian Genetics	6	Laboratory: Gene Mapping 1	SEP.2.9-12.2	Ask questions that arise from examining models or a theory to clarify relationships.
A	4	Mendelian Genetics	6	Laboratory: Gene Mapping 1	SEP.6.9-12.4	Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).

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A	4	Mendelian Genetics	6	Laboratory: Gene Mapping 1	SEP.7.9-12.1 Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
A	4	Mendelian Genetics	7	Laboratory: Gene Mapping 2	9-12.AF.7.4 Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
A	4	Mendelian Genetics	7	Laboratory: Gene Mapping 2	DCI.LS1.A.9-12.7 All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.
A	4	Mendelian Genetics	7	Laboratory: Gene Mapping 2	DCI.LS3.A.9-12.6 Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function.
A	4	Mendelian Genetics	7	Laboratory: Gene Mapping 2	DCI.LS3.B.9-12.6 In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited.
A	4	Mendelian Genetics	7	Laboratory: Gene Mapping 2	DCI.LS4.B.9-12.4 Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals.
A	4	Mendelian Genetics	7	Laboratory: Gene Mapping 2	HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
A	4	Mendelian Genetics	7	Laboratory: Gene Mapping 2	HS-LS3-2 Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
A	4	Mendelian Genetics	7	Laboratory: Gene Mapping 2	HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
A	4	Mendelian Genetics	7	Laboratory: Gene Mapping 2	SEP.1.9-12.2 Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible.
A	4	Mendelian Genetics	7	Laboratory: Gene Mapping 2	SEP.2.9-12.2 Ask questions that arise from examining models or a theory to clarify relationships.
A	4	Mendelian Genetics	7	Laboratory: Gene Mapping 2	SEP.6.9-12.4 Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).

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A	4	Mendelian Genetics	7	Laboratory: Gene Mapping 2	SEP.7.9-12.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
A	4	Mendelian Genetics	8	Chromosomes and Genes	DCI.LS1.B.9-12.7	In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism.
A	4	Mendelian Genetics	8	Chromosomes and Genes	DCI.LS3.A.9-12.6	Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function.
A	4	Mendelian Genetics	9	Genes and Alleles	DCI.LS1.A.9-12.7	All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.
A	4	Mendelian Genetics	9	Genes and Alleles	HS-LS1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
A	4	Mendelian Genetics	10	Genetic Variation	DCI.LS3.B.9-12.6	In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited.
A	4	Mendelian Genetics	11	Unit Test	Multiple	All assessed standards covered in this unit
A	5	Molecular Genetics	1	DNA, RNA, and Proteins	DCI.LS1.A.9-12.7	All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.
A	5	Molecular Genetics	1	DNA, RNA, and Proteins	DCI.LS3.A.9-12.6	Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function.
A	5	Molecular Genetics	1	DNA, RNA, and Proteins	HS-LS1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
A	5	Molecular Genetics	2	Structure of DNA	HS-LS1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
A	5	Molecular Genetics	3	Structure of RNA	HS-LS3-1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for building and carrying out an organism's activities.

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A	5	Molecular Genetics	4	DNA Replication	DCI.LS3.B.9-12.6 In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited.
A	5	Molecular Genetics	4	DNA Replication	HS-LS3-2 Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
A	5	Molecular Genetics	5	Transcription	HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
A	5	Molecular Genetics	6	Laboratory: Modeling DNA	DCI.LS1.A.9-12.7 All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.
A	5	Molecular Genetics	7	Laboratory: Modeling DNA Replication	DCI.LS3.B.9-12.6 In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited.
A	5	Molecular Genetics	8	Translation	HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
A	5	Molecular Genetics	9	RNA Makes Protein	DCI.LS3.B.9-12.6 In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited.
A	5	Molecular Genetics	9	RNA Makes Protein	HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
A	5	Molecular Genetics	10	The Genetic Code	HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
A	5	Molecular Genetics	11	Your Choice	N/A Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	5	Molecular Genetics	12	Unit Test	Multiple All assessed standards covered in this unit
A	6	Semester Review and Test	1	Semester Review	9-12.AF.6.3 Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects.

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A	6	Semester Review and Test	1	Semester Review	9-12.AF.6.4	Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.
A	6	Semester Review and Test	1	Semester Review	9-12.AH.5.1	Science is both a body of knowledge that represents a current understanding of natural systems and the processes used to refine, elaborate, revise, and extend this knowledge.
A	6	Semester Review and Test	1	Semester Review	9-12.AH.5.4	Science knowledge has a history that includes the refinement of, and changes to, theories, ideas, and beliefs over time.
A	6	Semester Review and Test	2	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	6	Semester Review and Test	3	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	6	Semester Review and Test	4	Semester Test	Multiple	All assessed standards covered by this point in the course
B	1	Gene Expression	1	Semester Introduction	N/A	No grade-level state specific standards applicable for this lesson
B	1	Gene Expression	2	Proteins Express DNA	DCI.LS1.A.9-12.7	All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.
B	1	Gene Expression	2	Proteins Express DNA	HS-LS1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
B	1	Gene Expression	3	How Proteins Work	DCI.LS1.A.9-12.7	All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.
B	1	Gene Expression	3	How Proteins Work	DCI.LS3.A.9-12.6	Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function.
B	1	Gene Expression	3	How Proteins Work	HS-LS1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
B	1	Gene Expression	4	Gene Expression 1	HS-LS1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
B	1	Gene Expression	5	Gene Expression 2	HS-LS1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

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B	1	Gene Expression	6	Biotechnology	9-12.AH.8.2	Science and technology may raise ethical issues for which science, by itself, does not provide answers and solutions.
B	1	Gene Expression	7	Genetic Engineering	9-12.AH.8.2	Science and technology may raise ethical issues for which science, by itself, does not provide answers and solutions.
B	1	Gene Expression	8	Unit Test	Multiple	All assessed standards covered in this unit
B	2	Evolution	1	Evolution and Biology	CCC.7.9-12.6	Much of science deals with constructing explanations of how things change and how they remain stable.
B	2	Evolution	1	Evolution and Biology	DCI.LS4.B.9-12.4	Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals.
B	2	Evolution	1	Evolution and Biology	DCI.LS4.C.9-12.3	Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment.
B	2	Evolution	1	Evolution and Biology	DCI.LS4.C.9-12.5	Adaptation also means that the distribution of traits in a population can change when conditions change.
B	2	Evolution	1	Evolution and Biology	HS-LS4-2	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
B	2	Evolution	1	Evolution and Biology	HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
B	2	Evolution	2	Evolution and Populations	DCI.LS4.A.9-12.6	Genetic information provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence.
B	2	Evolution	2	Evolution and Populations	DCI.LS4.B.9-12.4	Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals.
B	2	Evolution	2	Evolution and Populations	DCI.LS4.C.9-12.3	Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment.

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B	2	Evolution	2	Evolution and Populations	DCI.LS4.C.9-12.4 Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not.
B	2	Evolution	2	Evolution and Populations	HS-LS2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
B	2	Evolution	2	Evolution and Populations	HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
B	2	Evolution	2	Evolution and Populations	HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
B	2	Evolution	3	Variation in Populations	DCI.LS3.B.9-12.6 In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited.
B	2	Evolution	3	Variation in Populations	DCI.LS3.B.9-12.7 Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors.
B	2	Evolution	3	Variation in Populations	DCI.LS4.B.9-12.4 Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals.
B	2	Evolution	3	Variation in Populations	DCI.LS4.C.9-12.3 Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment.
B	2	Evolution	3	Variation in Populations	HS-LS3-2 Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

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B	2	Evolution	3	Variation in Populations	HS-LS4-2	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
B	2	Evolution	4	Types of Natural Selection	HS-LS2-6	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
B	2	Evolution	4	Types of Natural Selection	HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
B	2	Evolution	5	History of Evolutionary Thought	N/A	No grade-level state specific standards applicable for this lesson
B	2	Evolution	6	Evidence for Evolution 1	DCI.LS4.A.9-12.6	Genetic information provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence.
B	2	Evolution	6	Evidence for Evolution 1	HS-LS4-1	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
B	2	Evolution	7	Evidence for Evolution 2	DCI.LS4.A.9-12.6	Genetic information provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence.
B	2	Evolution	7	Evidence for Evolution 2	HS-LS4-1	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
B	2	Evolution	8	Evolution and Earth History	DCI.LS4.A.9-12.6	Genetic information provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence.
B	2	Evolution	8	Evolution and Earth History	DCI.PS1.C.9-12.2	Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials.
B	2	Evolution	8	Evolution and Earth History	HS-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
B	2	Evolution	9	Laboratory: The Process of Natural Selection 1	DCI.LS4.B.9-12.5	The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population.

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B	2	Evolution	9	Laboratory: The Process of Natural Selection 1	DCI.LS4.C.9-12.4	Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not.
B	2	Evolution	9	Laboratory: The Process of Natural Selection 1	DCI.LS4.C.9-12.5	Adaptation also means that the distribution of traits in a population can change when conditions change.
B	2	Evolution	9	Laboratory: The Process of Natural Selection 1	DCI.LS4.C.9-12.7	Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost.
B	2	Evolution	9	Laboratory: The Process of Natural Selection 1	HS-LS4-3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
B	2	Evolution	9	Laboratory: The Process of Natural Selection 1	HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
B	2	Evolution	9	Laboratory: The Process of Natural Selection 1	SEP.6.9-12.4	Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).
B	2	Evolution	10	Discuss: The Process of Natural Selection	DCI.LS4.B.9-12.5	The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population.
B	2	Evolution	10	Discuss: The Process of Natural Selection	DCI.LS4.C.9-12.4	Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not.
B	2	Evolution	10	Discuss: The Process of Natural Selection	DCI.LS4.C.9-12.5	Adaptation also means that the distribution of traits in a population can change when conditions change.
B	2	Evolution	10	Discuss: The Process of Natural Selection	DCI.LS4.C.9-12.7	Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost.
B	2	Evolution	10	Discuss: The Process of Natural Selection	HS-LS4-3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
B	2	Evolution	10	Discuss: The Process of Natural Selection	HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
B	2	Evolution	11	Laboratory: The Process of Natural Selection 2	DCI.LS4.B.9-12.5	The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population.
B	2	Evolution	11	Laboratory: The Process of Natural Selection 2	DCI.LS4.C.9-12.4	Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not.

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B	2	Evolution	11	Laboratory: The Process of Natural Selection 2	DCI.LS4.C.9-12.5	Adaptation also means that the distribution of traits in a population can change when conditions change.
B	2	Evolution	11	Laboratory: The Process of Natural Selection 2	DCI.LS4.C.9-12.7	Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost.
B	2	Evolution	11	Laboratory: The Process of Natural Selection 2	HS-LS4-3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
B	2	Evolution	11	Laboratory: The Process of Natural Selection 2	HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
B	2	Evolution	11	Laboratory: The Process of Natural Selection 2	SEP.6.9-12.4	Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).
B	2	Evolution	12	Genetic Basis of Evolution	HS-LS4-2	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
B	2	Evolution	13	The Hardy-Weinberg Equation	N/A	No grade-level state specific standards applicable for this lesson
B	2	Evolution	14	Geographic Isolation	HS-LS4-2	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
B	2	Evolution	15	Genetic Isolation	HS-LS4-2	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
B	2	Evolution	16	Unit Test	Multiple	All assessed standards covered in this unit
B	3	Survey of Living Things 1	1	Classification and Taxonomy	9-12.AG.1.2	Classifications or explanations used at one scale may fail or need revision when information from smaller or larger scales is introduced; thus requiring improved investigations and experiments.
B	3	Survey of Living Things 1	2	Modern Classification	9-12.AG.1.2	Classifications or explanations used at one scale may fail or need revision when information from smaller or larger scales is introduced; thus requiring improved investigations and experiments.
B	3	Survey of Living Things 1	3	Laboratory: Dichotomous Key 1	N/A	No grade-level state specific standards applicable for this lesson
B	3	Survey of Living Things 1	4	Laboratory: Dichotomous Key 2	N/A	No grade-level state specific standards applicable for this lesson
B	3	Survey of Living Things 1	5	Viruses and Prokaryotes	N/A	No grade-level state specific standards applicable for this lesson
B	3	Survey of Living Things 1	6	Protists and Fungi	N/A	No grade-level state specific standards applicable for this lesson
B	3	Survey of Living Things 1	7	Animals	N/A	No grade-level state specific standards applicable for this lesson
B	3	Survey of Living Things 1	8	Plants	DCI.ESS2.D.9-12.7	Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.

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B	3	Survey of Living Things 1	8	Plants	DCI.LS2.B.9-12.4	Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved.
B	3	Survey of Living Things 1	9	Three Representative Organisms	DCI.ESS2.D.9-12.7	Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.
B	3	Survey of Living Things 1	9	Three Representative Organisms	DCI.LS2.B.9-12.4	Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved.
B	3	Survey of Living Things 1	10	Getting Energy	DCI.LS1.C.9-12.6	The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen.
B	3	Survey of Living Things 1	11	Digestion	HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
B	3	Survey of Living Things 1	12	Digestion in Humans	HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
B	3	Survey of Living Things 1	13	Laboratory: Human Digestion Actions 1	SEP.7.9-12.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
B	3	Survey of Living Things 1	14	Laboratory: Human Digestion Actions 2	SEP.7.9-12.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
B	3	Survey of Living Things 1	15	Laboratory: Human Digestion Actions 3	SEP.7.9-12.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
B	3	Survey of Living Things 1	16	Waste Removal	N/A	No grade-level state specific standards applicable for this lesson

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B	3	Survey of Living Things 1	17	Waste Removal in Humans	HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
B	3	Survey of Living Things 1	18	Obtaining Oxygen	HS-LS1-7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
B	3	Survey of Living Things 1	19	Oxygen and the Human Body	HS-LS1-7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
B	3	Survey of Living Things 1	20	Unit Test	Multiple	All assessed standards covered in this unit
B	4	Survey of Living Things 2	1	How Organisms Monitor Their Environment	N/A	No grade-level state specific standards applicable for this lesson
B	4	Survey of Living Things 2	2	Human Nervous System	HS-LS1-3	Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
B	4	Survey of Living Things 2	3	Feedback Mechanisms	DCI.LS1.A.9-12.9	Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system.
B	4	Survey of Living Things 2	4	How Living Things Respond to Their Environment	CCC.7.9-12.8	Feedback (negative or positive) can stabilize or destabilize a system.
B	4	Survey of Living Things 2	4	How Living Things Respond to Their Environment	DCI.LS1.A.9-12.9	Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system.
B	4	Survey of Living Things 2	4	How Living Things Respond to Their Environment	HS-LS1-3	Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
B	4	Survey of Living Things 2	5	Muscular Systems	HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
B	4	Survey of Living Things 2	6	How Muscles Contract	N/A	No grade-level state specific standards applicable for this lesson
B	4	Survey of Living Things 2	7	Laboratory: Chicken Muscles 1	SEP.6.9-12.4	Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).
B	4	Survey of Living Things 2	8	Discuss: Chicken Muscles	SEP.6.9-12.4	Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).
B	4	Survey of Living Things 2	9	Laboratory: Chicken Muscles 2	SEP.6.9-12.4	Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).
B	4	Survey of Living Things 2	10	Fern Reproduction	N/A	No grade-level state specific standards applicable for this lesson
B	4	Survey of Living Things 2	11	Flatworm Reproduction	N/A	No grade-level state specific standards applicable for this lesson
B	4	Survey of Living Things 2	12	Human Reproduction	N/A	No grade-level state specific standards applicable for this lesson
B	4	Survey of Living Things 2	13	How Organisms Defend Themselves	N/A	No grade-level state specific standards applicable for this lesson
B	4	Survey of Living Things 2	14	Human Immune Response 1	N/A	No grade-level state specific standards applicable for this lesson
B	4	Survey of Living Things 2	15	Human Immune Response 2	N/A	No grade-level state specific standards applicable for this lesson

B	4	Survey of Living Things 2	16	Plant Defenses	N/A	No grade-level state specific standards applicable for this lesson
B	4	Survey of Living Things 2	17	Unit Test	Multiple	All assessed standards covered in this unit
B	5	Ecology and the Environment	1	Individuals and Populations	9-12.AG.3.5	Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth).
B	5	Ecology and the Environment	1	Individuals and Populations	CCC.3.9-12.10	Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth).
B	5	Ecology and the Environment	1	Individuals and Populations	CCC.7.9-12.6	Much of science deals with constructing explanations of how things change and how they remain stable.
B	5	Ecology and the Environment	1	Individuals and Populations	DCI.LS2.A.9-12.8	Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.
B	5	Ecology and the Environment	1	Individuals and Populations	DCI.LS2.C.9-12.4	A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability.
B	5	Ecology and the Environment	1	Individuals and Populations	DCI.LS2.C.9-12.5	Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species.
B	5	Ecology and the Environment	1	Individuals and Populations	HS-LS2-1	Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
B	5	Ecology and the Environment	1	Individuals and Populations	SEP.12.9-12.11	Use mathematical models and/or computer simulations to predict the effects of a design solution on systems and/or the interactions between systems.
B	5	Ecology and the Environment	1	Individuals and Populations	SEP.12.9-12.5	Use mathematical and/or computational representations of phenomena or design solutions to support explanations.
B	5	Ecology and the Environment	1	Individuals and Populations	SEP.12.9-12.6	Use mathematical representations of phenomena or design solutions to support and revise explanations.
B	5	Ecology and the Environment	2	Communities	N/A	No grade-level state specific standards applicable for this lesson
B	5	Ecology and the Environment	3	Ecosystems	HS-LS2-4	Use a mathematical representation to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
B	5	Ecology and the Environment	4	Ecosystem Stability	CCC.7.9-12.6	Much of science deals with constructing explanations of how things change and how they remain stable.
B	5	Ecology and the Environment	4	Ecosystem Stability	DCI.LS2.A.9-12.8	Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.

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B	5	Ecology and the Environment	4	Ecosystem Stability	DCI.LS2.C.9-12.4	A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability.
B	5	Ecology and the Environment	4	Ecosystem Stability	DCI.LS2.C.9-12.5	Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species.
B	5	Ecology and the Environment	4	Ecosystem Stability	DCI.LS4.D.9-12.4	Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction).
B	5	Ecology and the Environment	4	Ecosystem Stability	DCI.LS4.D.9-12.5	Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.
B	5	Ecology and the Environment	4	Ecosystem Stability	HS-LS2-6	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
B	5	Ecology and the Environment	4	Ecosystem Stability	HS-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
B	5	Ecology and the Environment	5	Biomes	N/A	No grade-level state specific standards applicable for this lesson
B	5	Ecology and the Environment	6	Biodiversity	CCC.7.9-12.6	Much of science deals with constructing explanations of how things change and how they remain stable.
B	5	Ecology and the Environment	6	Biodiversity	DCI.ESS3.C.9-12.5	The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources.
B	5	Ecology and the Environment	6	Biodiversity	DCI.LS2.A.9-12.8	Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.
B	5	Ecology and the Environment	6	Biodiversity	DCI.LS2.C.9-12.4	A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability.

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B	5	Ecology and the Environment	6	Biodiversity	DCI.LS2.C.9-12.5	Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species.
B	5	Ecology and the Environment	6	Biodiversity	DCI.LS4.D.9-12.4	Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction).
B	5	Ecology and the Environment	6	Biodiversity	DCI.LS4.D.9-12.5	Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.
B	5	Ecology and the Environment	6	Biodiversity	HS-LS2-2	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
B	5	Ecology and the Environment	6	Biodiversity	SEP.12.9-12.5	Use mathematical and/or computational representations of phenomena or design solutions to support explanations.
B	5	Ecology and the Environment	7	Energy Flow in Ecosystems	CCC.5.9-10.14	Energy drives the cycling of matter within and between systems.
B	5	Ecology and the Environment	7	Energy Flow in Ecosystems	DCI.LS2.B.9-12.4	Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved.
B	5	Ecology and the Environment	7	Energy Flow in Ecosystems	HS-LS2-4	Use a mathematical representation to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
B	5	Ecology and the Environment	7	Energy Flow in Ecosystems	SEP.12.9-12.4	Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations.
B	5	Ecology and the Environment	8	Food Chains and Food Webs	CCC.5.9-10.14	Energy drives the cycling of matter within and between systems.
B	5	Ecology and the Environment	8	Food Chains and Food Webs	DCI.LS2.B.9-12.4	Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved.
B	5	Ecology and the Environment	8	Food Chains and Food Webs	HS-LS2-4	Use a mathematical representation to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
B	5	Ecology and the Environment	8	Food Chains and Food Webs	SEP.12.9-12.4	Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations.
B	5	Ecology and the Environment	9	Mid-Unit Test	Multiple	All assessed standards covered in this unit

B	5	Ecology and the Environment	10	Succession Attachment 28 - ACAD	HS-LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
B	5	Ecology and the Environment	10	Succession	HS-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
B	5	Ecology and the Environment	11	Laboratory: Patterns of Succession 1	HS-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
B	5	Ecology and the Environment	12	Laboratory: Patterns of Succession 2	HS-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
B	5	Ecology and the Environment	13	Changes in Ecosystems	DCI.LS2.C.9-12.5	Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species.
B	5	Ecology and the Environment	13	Changes in Ecosystems	DCI.LS4.D.9-12.5	Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.
B	5	Ecology and the Environment	14	Water and Nitrogen Cycles	N/A	No grade-level state specific standards applicable for this lesson
B	5	Ecology and the Environment	15	Carbon and Oxygen Cycles	CCC.5.9-10.13	Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems.
B	5	Ecology and the Environment	15	Carbon and Oxygen Cycles	CCC.5.9-10.14	Energy drives the cycling of matter within and between systems.
B	5	Ecology and the Environment	15	Carbon and Oxygen Cycles	DCI.ESS2.D.9-12.7	Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.
B	5	Ecology and the Environment	15	Carbon and Oxygen Cycles	DCI.LS2.B.9-12.5	Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes.
B	5	Ecology and the Environment	15	Carbon and Oxygen Cycles	DCI.PS3.D.9-12.3	The main way that solar energy is captured and stored on Earth is through the complex chemical process known as photosynthesis.
B	5	Ecology and the Environment	15	Carbon and Oxygen Cycles	HS-LS2-5	Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
B	5	Ecology and the Environment	16	Laboratory: Fixation in Root Nodules 1	N/A	No grade-level state specific standards applicable for this lesson
B	5	Ecology and the Environment	17	Laboratory: Fixation in Root Nodules 2	N/A	No grade-level state specific standards applicable for this lesson
B	5	Ecology and the Environment	18	Laboratory: The Effects of Acidity on Seed Germination 1	9-12.AF.3.3	Plan and conduct an investigation or test a design solution in a safe and ethical manner including considerations of environmental, social, and personal impacts.
B	5	Ecology and the Environment	18	Laboratory: The Effects of Acidity on Seed Germination 1	DCI.ETS1.A.9-12.3	Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities.

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B	5	Ecology and the Environment	18	Laboratory: The Effects of Acidity on Seed Germination 1	HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
B	5	Ecology and the Environment	18	Laboratory: The Effects of Acidity on Seed Germination 1	HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
B	5	Ecology and the Environment	18	Laboratory: The Effects of Acidity on Seed Germination 1	HS-LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
B	5	Ecology and the Environment	18	Laboratory: The Effects of Acidity on Seed Germination 1	HS-LS4-6	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
B	5	Ecology and the Environment	18	Laboratory: The Effects of Acidity on Seed Germination 1	SEP.3.9-12.7	Design, evaluate, and refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.
B	5	Ecology and the Environment	18	Laboratory: The Effects of Acidity on Seed Germination 1	SEP.6.9-12.4	Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).
B	5	Ecology and the Environment	18	Laboratory: The Effects of Acidity on Seed Germination 1	SEP.7.9-12.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
B	5	Ecology and the Environment	19	Laboratory: The Effects of Acidity on Seed Germination 2	9-12.AF.3.3	Plan and conduct an investigation or test a design solution in a safe and ethical manner including considerations of environmental, social, and personal impacts.
B	5	Ecology and the Environment	19	Laboratory: The Effects of Acidity on Seed Germination 2	DCI.ETS1.A.9-12.3	Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities.
B	5	Ecology and the Environment	19	Laboratory: The Effects of Acidity on Seed Germination 2	HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
B	5	Ecology and the Environment	19	Laboratory: The Effects of Acidity on Seed Germination 2	HS-LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
B	5	Ecology and the Environment	19	Laboratory: The Effects of Acidity on Seed Germination 2	HS-LS4-6	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
B	5	Ecology and the Environment	19	Laboratory: The Effects of Acidity on Seed Germination 2	SEP.3.9-12.7	Design, evaluate, and refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.
B	5	Ecology and the Environment	19	Laboratory: The Effects of Acidity on Seed Germination 2	SEP.6.9-12.4	Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).
B	5	Ecology and the Environment	19	Laboratory: The Effects of Acidity on Seed Germination 2	SEP.7.9-12.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
B	5	Ecology and the Environment	20	Discuss: The Effects of Acidity on Seed Germination	9-12.AF.3.3	Plan and conduct an investigation or test a design solution in a safe and ethical manner including considerations of environmental, social, and personal impacts.

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B	5	Ecology and the Environment	20	Discuss: The Effects of Acidity on Seed Germination	DCI.ETS1.A.9-12.3	Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities.
B	5	Ecology and the Environment	20	Discuss: The Effects of Acidity on Seed Germination	HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
B	5	Ecology and the Environment	20	Discuss: The Effects of Acidity on Seed Germination	HS-LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
B	5	Ecology and the Environment	20	Discuss: The Effects of Acidity on Seed Germination	HS-LS4-6	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
B	5	Ecology and the Environment	20	Discuss: The Effects of Acidity on Seed Germination	SEP.3.9-12.7	Design, evaluate, and refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.
B	5	Ecology and the Environment	20	Discuss: The Effects of Acidity on Seed Germination	SEP.6.9-12.4	Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).
B	5	Ecology and the Environment	20	Discuss: The Effects of Acidity on Seed Germination	SEP.7.9-12.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
B	5	Ecology and the Environment	21	Natural Resources	DCI.ESS3.C.9-12.5	The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources.
B	5	Ecology and the Environment	22	Environmental Challenges	HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
B	5	Ecology and the Environment	22	Environmental Challenges	HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
B	5	Ecology and the Environment	22	Environmental Challenges	HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
B	5	Ecology and the Environment	22	Environmental Challenges	HS-ETS1-4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
B	5	Ecology and the Environment	22	Environmental Challenges	SEP.2.9-12.3	Analyze complex real-world problems by specifying criteria and constraints for successful solutions.
B	5	Ecology and the Environment	22	Environmental Challenges	SEP.3.9-12.10	Design a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.
B	5	Ecology and the Environment	22	Environmental Challenges	SEP.3.9-12.11	Evaluate a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.
B	5	Ecology and the Environment	23	Global Temperatures	DCI.LS2.C.9-12.5	Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species.

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B	5	Ecology and the Environment	23	Global Temperatures	DCI.LS4.D.9-12.5	Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.
B	5	Ecology and the Environment	23	Global Temperatures	HS-ESS3-5	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
B	5	Ecology and the Environment	23	Global Temperatures	HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
B	5	Ecology and the Environment	24	Pollution	DCI.LS4.D.9-12.5	Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.
B	5	Ecology and the Environment	25	Unit Test	Multiple	All assessed standards covered in this unit
B	6	Semester Review and Test	1	Semester Review	DCI.ESS2.D.9-12.7	Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.
B	6	Semester Review and Test	1	Semester Review	DCI.LS2.B.9-12.4	Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved.
B	6	Semester Review and Test	1	Semester Review	DCI.LS2.B.9-12.5	Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes.
B	6	Semester Review and Test	1	Semester Review	DCI.LS4.A.9-12.6	Genetic information provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence.
B	6	Semester Review and Test	1	Semester Review	DCI.PS3.D.9-12.3	The main way that solar energy is captured and stored on Earth is through the complex chemical process known as photosynthesis.

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B	6	Semester Review and Test	1	Semester Review	HS-LS1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
B	6	Semester Review and Test	1	Semester Review	HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
B	6	Semester Review and Test	2	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	6	Semester Review and Test	3	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	6	Semester Review and Test	4	Semester Test	Multiple	All assessed standards covered by this point in the course

Stride		Next Generation Science Standards for High School Physical Science Attachment 28 - ACAD Compared to SCI303D Summit Chemistry				
Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	The Study of Chemistry	1	Semester Introduction	SEP.9.7	Science disciplines share common rules of evidence used to evaluate explanations about natural systems.
A	1	The Study of Chemistry	2	Chemistry and Society	CCC.7.9-12.6	Much of science deals with constructing explanations of how things change and how they remain stable.
A	1	The Study of Chemistry	3	Matter and Energy	DCI.PS1.A.9-12.3	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.
A	1	The Study of Chemistry	4	Discuss: Meet and Greet	N/A	N/A
A	1	The Study of Chemistry	5	Pure Substances	DCI.PS1.A.9-12.3	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.
A	1	The Study of Chemistry	6	Mixtures	DCI.PS1.A.9-12.3	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.
A	1	The Study of Chemistry	7	Laboratory: Paper Chromatography 1	SEP.12.9-12.8	Create or revise a simulation of a phenomenon, designed device, process, or system.
A	1	The Study of Chemistry	8	Laboratory: Paper Chromatography 2	SEP.12.9-12.9	Use mathematical or computational representations of phenomena to describe explanations.
A	1	The Study of Chemistry	9	Laboratory: Paper Chromatography 3	SEP.12.9-12.10	Use a computational representation of phenomena or design solutions to describe and/or support claims and/or explanations.
A	1	The Study of Chemistry	10	Properties of Substances	DCI.PS1.A.9-12.3	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.
A	1	The Study of Chemistry	11	Mid-Unit Test	Multiple	All assessed standards covered in this unit
A	1	The Study of Chemistry	12	Problem Solving in Chemistry	9-12.AF.4.3	Consider limitations of data analysis (e.g., measurement error, sample selection) when analyzing and interpreting data.
A	1	The Study of Chemistry	13	Metric System: Base Units	9-12.AF.5.5	Apply ratios, rates, percentages, and unit conversions in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m ³ , acre-feet, etc.).
A	1	The Study of Chemistry	14	Metric System: Derived Units	9-12.AF.5.5	Apply ratios, rates, percentages, and unit conversions in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m ³ , acre-feet, etc.).
A	1	The Study of Chemistry	15	Graphing	9-12.AF.4.2	Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible.
A	1	The Study of Chemistry	15	Graphing	9-12.AF.6.1	Make a quantitative and/or qualitative claim regarding the relationship between dependent and independent variables.
A	1	The Study of Chemistry	16	Scientific Methods in Chemistry	9-12.AH.1.1	Science investigations use diverse methods and do not always use the same set of procedures to obtain data.
A	1	The Study of Chemistry	16	Scientific Methods in Chemistry	9-12.AH.1.3	Scientific inquiry is characterized by a common set of values that include: logical thinking, precision, open-mindedness, objectivity, skepticism, replicability of results, and honest and ethical reporting of findings.
A	1	The Study of Chemistry	16	Scientific Methods in Chemistry	9-12.AH.1.5	Scientific investigations use a variety of methods, tools, and techniques to revise and produce new knowledge.
A	1	The Study of Chemistry	17	Models	SEP.12.9-12.11	Use mathematical models and/or computer simulations to predict the effects of a design solution on systems and/or the interactions between systems.
A	1	The Study of Chemistry	18	Unit Test	Multiple	All assessed standards covered in this unit
A	2	Atomic Structure	1	Early Theories of the Atom	DCI.PS1.A.9-12.1	Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons.
A	2	Atomic Structure	2	The Nuclear Atom	DCI.PS1.A.9-12.1	Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons.

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A	2	Atomic Structure	3	Atomic Number and Mass Number	DCI.PS1.A.9-12.2	The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
A	2	Atomic Structure	4	Ions	DCI.PS1.A.9-12.1	Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons.
A	2	Atomic Structure	5	Isotopes and Average Atomic Mass	DCI.PS1.A.9-12.2	The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
A	2	Atomic Structure	6	Laboratory: Average Atomic Mass 1	DCI.PS1.A.9-12.2	The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
A	2	Atomic Structure	7	Discuss: Average Atomic Mass	DCI.PS1.A.9-12.2	The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
A	2	Atomic Structure	8	Laboratory: Average Atomic Mass 2	DCI.PS1.A.9-12.2	The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
A	2	Atomic Structure	9	Mid-Unit Test	Multiple	All assessed standards covered in this unit
A	2	Atomic Structure	10	The Bohr Atom	DCI.PS1.A.9-12.1	Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons.
A	2	Atomic Structure	11	Electron Orbitals	DCI.PS1.A.9-12.3	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.
A	2	Atomic Structure	12	The Quantum Atom and Atomic Spectra	DCI.PS1.A.9-12.4	A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart.
A	2	Atomic Structure	13	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	2	Atomic Structure	14	Unit Test	Multiple	All assessed standards covered in this unit
A	3	The Periodic Table	1	Atomic Number and the Periodic Law	DCI.PS1.A.9-12.2	The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
A	3	The Periodic Table	2	The Periodic Table	DCI.PS1.A.9-12.2	The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
A	3	The Periodic Table	2	The Periodic Table	DCI.PS2.B.9-12.3	Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects.
A	3	The Periodic Table	2	The Periodic Table	HS-PS1-1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of Linde and the periodic law.

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A	3	The Periodic Table	2	The Periodic Table	SEP.4.9-12.2	Use a model to predict the relationships between systems or between components of a system.
A	3	The Periodic Table	3	Trends Within the Periodic Table	DCI.PS1.A.9-12.2	The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
A	3	The Periodic Table	4	Electron Arrangement Patterns	DCI.PS1.A.9-12.4	A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart.
A	3	The Periodic Table	4	Electron Arrangement Patterns	DCI.PS2.B.9-12.3	Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects.
A	3	The Periodic Table	4	Electron Arrangement Patterns	HS-PS1-1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
A	3	The Periodic Table	4	Electron Arrangement Patterns	SEP.4.9-12.2	Use a model to predict the relationships between systems or between components of a system.
A	3	The Periodic Table	5	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	3	The Periodic Table	6	Mid-Unit Test	Multiple	All assessed standards covered in this unit
A	3	The Periodic Table	7	Metals	DCI.PS1.A.9-12.2	The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
A	3	The Periodic Table	8	Nonmetals	DCI.PS1.A.9-12.2	The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
A	3	The Periodic Table	9	Laboratory: Modeling Periodic Trends 1	DCI.PS1.A.9-12.2	The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
A	3	The Periodic Table	9	Laboratory: Modeling Periodic Trends 1	HS-PS1-1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
A	3	The Periodic Table	9	Laboratory: Modeling Periodic Trends 1	SEP.3.9-12.2	Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
A	3	The Periodic Table	10	Laboratory: Modeling Periodic Trends 2	DCI.PS1.A.9-12.2	The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.

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A	3	The Periodic Table	10	Laboratory: Modeling Periodic Trends 2	HS-PS1-1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
A	3	The Periodic Table	10	Laboratory: Modeling Periodic Trends 2	SEP.3.9-12.2	Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
A	3	The Periodic Table	11	Metalloids	DCI.PS1.A.9-12.2	The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
A	3	The Periodic Table	12	Inner Transition Metals	DCI.PS1.A.9-12.2	The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
A	3	The Periodic Table	13	Unit Test	Multiple	All assessed standards covered in this unit
A	4	Chemical Bonding	1	Monatomic Ions	DCI.PS1.A.9-12.2	The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
A	4	Chemical Bonding	1	Monatomic Ions	HS-PS1-1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
A	4	Chemical Bonding	2	Polyatomic Ions	HS-PS1-2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
A	4	Chemical Bonding	3	The Ionic Bond and Salts	DCI.PS1.A.9-12.3	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.
A	4	Chemical Bonding	4	Properties of Ionic Compounds	DCI.PS1.A.9-12.3	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.
A	4	Chemical Bonding	5	Naming Ionic Compounds	HS-PS1-2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
A	4	Chemical Bonding	6	Laboratory: Melting Points of Ionic Compounds 1	HS-PS1-3	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
A	4	Chemical Bonding	7	Discuss: Melting Points of Ionic Compounds	HS-PS1-4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
A	4	Chemical Bonding	8	Laboratory: Melting Points of Ionic Compounds 2	HS-PS1-2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
A	4	Chemical Bonding	9	Bonding in Metals	DCI.PS1.A.9-12.2	The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.

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A	4	Chemical Bonding	10	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	4	Chemical Bonding	11	Mid-Unit Test	Multiple	All assessed standards covered in this unit
A	4	Chemical Bonding	12	The Covalent Bond and Molecules	DCI.PS1.A.9-12.2	The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
A	4	Chemical Bonding	12	The Covalent Bond and Molecules	DCI.PS1.A.9-12.3	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.
A	4	Chemical Bonding	13	Lewis Dot Structures	DCI.PS1.A.9-12.3	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.
A	4	Chemical Bonding	14	Molecular Shapes	DCI.PS2.B.9-12.3	Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects.
A	4	Chemical Bonding	15	Van der Waals Forces	DCI.PS1.A.9-12.3	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.
A	4	Chemical Bonding	16	Unit Test	Multiple	All assessed standards covered in this unit
A	5	Chemical Reactions	1	The Conservation of Mass	CCC.5.9-10.11	The total amount of energy and matter in closed systems is conserved.
A	5	Chemical Reactions	1	The Conservation of Mass	CCC.5.9-10.12	Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.
A	5	Chemical Reactions	1	The Conservation of Mass	CCC.5.9-10.13	Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems.
A	5	Chemical Reactions	1	The Conservation of Mass	DCI.PS1.B.9-12.1	Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy.
A	5	Chemical Reactions	1	The Conservation of Mass	DCI.PS1.B.9-12.3	The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.
A	5	Chemical Reactions	1	The Conservation of Mass	DCI.PS3.A.9-12.2	Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms.
A	5	Chemical Reactions	1	The Conservation of Mass	DCI.PS3.B.9-12.1	Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system.
A	5	Chemical Reactions	1	The Conservation of Mass	DCI.PS3.B.9-12.2	Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
A	5	Chemical Reactions	1	The Conservation of Mass	DCI.PS3.B.9-12.3	Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.

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A	5	Chemical Reactions	1	The Conservation of Mass	HS-PS1-7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
A	5	Chemical Reactions	2	Balancing Chemical Equations	CCC.1.9-12.15	Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.
A	5	Chemical Reactions	2	Balancing Chemical Equations	DCI.PS1.B.9-12.3	The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.
A	5	Chemical Reactions	2	Balancing Chemical Equations	HS-PS1-2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
A	5	Chemical Reactions	2	Balancing Chemical Equations	HS-PS1-7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
A	5	Chemical Reactions	2	Balancing Chemical Equations	SEP.12.9-12.1	Use mathematical representations of phenomena to support claims.
A	5	Chemical Reactions	2	Balancing Chemical Equations	SEP.3.9-12.2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
A	5	Chemical Reactions	3	Combustion Reactions	CCC.1.9-12.15	Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.
A	5	Chemical Reactions	3	Combustion Reactions	HS-PS1-2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
A	5	Chemical Reactions	3	Combustion Reactions	SEP.3.9-12.2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
A	5	Chemical Reactions	4	Synthesis Reactions	CCC.1.9-12.15	Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.
A	5	Chemical Reactions	4	Synthesis Reactions	DCI.PS1.B.9-12.3	The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.
A	5	Chemical Reactions	4	Synthesis Reactions	HS-PS1-2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
A	5	Chemical Reactions	4	Synthesis Reactions	SEP.3.9-12.2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
A	5	Chemical Reactions	5	Decomposition Reactions	CCC.1.9-12.15	Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.
A	5	Chemical Reactions	5	Decomposition Reactions	DCI.PS1.B.9-12.3	The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.
A	5	Chemical Reactions	5	Decomposition Reactions	HS-PS1-2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

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A	5	Chemical Reactions	5	Decomposition Reactions	SEP.3.9-12.2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
A	5	Chemical Reactions	6	Single-Displacement Reactions	CCC.1.9-12.15	Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.
A	5	Chemical Reactions	6	Single-Displacement Reactions	DCI.PS1.B.9-12.2	In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present.
A	5	Chemical Reactions	6	Single-Displacement Reactions	DCI.PS1.B.9-12.3	The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.
A	5	Chemical Reactions	6	Single-Displacement Reactions	HS-PS1-2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
A	5	Chemical Reactions	6	Single-Displacement Reactions	SEP.3.9-12.2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
A	5	Chemical Reactions	7	Double-Displacement Reactions	CCC.1.9-12.15	Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.
A	5	Chemical Reactions	7	Double-Displacement Reactions	DCI.PS1.B.9-12.2	In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present.
A	5	Chemical Reactions	7	Double-Displacement Reactions	DCI.PS1.B.9-12.3	The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.
A	5	Chemical Reactions	7	Double-Displacement Reactions	HS-PS1-2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
A	5	Chemical Reactions	7	Double-Displacement Reactions	SEP.3.9-12.2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
A	5	Chemical Reactions	8	Laboratory: Types of Chemical Reactions 1	CCC.1.9-12.15	Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.
A	5	Chemical Reactions	8	Laboratory: Types of Chemical Reactions 1	DCI.PS1.B.9-12.1	Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy.
A	5	Chemical Reactions	8	Laboratory: Types of Chemical Reactions 1	DCI.PS1.B.9-12.3	The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.
A	5	Chemical Reactions	9	Laboratory: Types of Chemical Reactions 2	CCC.1.9-12.15	Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.

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A	5	Chemical Reactions	9	Laboratory: Types of Chemical Reactions 2	DCI.PS1.B.9-12.1	Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy.
A	5	Chemical Reactions	9	Laboratory: Types of Chemical Reactions 2	DCI.PS1.B.9-12.3	The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.
A	5	Chemical Reactions	10	Oxidation-Reduction Reactions	DCI.PS1.B.9-12.2	In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present.
A	5	Chemical Reactions	11	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	5	Chemical Reactions	12	Unit Test	Multiple	All assessed standards covered in this unit
A	6	Stoichiometry	1	Stoichiometry and Its Uses	DCI.PS1.B.9-12.3	The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.
A	6	Stoichiometry	2	Mole-Number Relationships	SEP.1.9-12.3	Analyze data using computational models in order to make valid and reliable scientific claims.
A	6	Stoichiometry	3	Mole-Mass Relationships	SEP.1.9-12.3	Analyze data using computational models in order to make valid and reliable scientific claims.
A	6	Stoichiometry	4	Mole-Volume Relationships	SEP.1.9-12.3	Analyze data using computational models in order to make valid and reliable scientific claims.
A	6	Stoichiometry	5	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	6	Stoichiometry	6	Mid-Unit Test	Multiple	All assessed standards covered in this unit
A	6	Stoichiometry	7	Moles and Chemical Equations	DCI.PS1.B.9-12.3	The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.
A	6	Stoichiometry	8	Laboratory: Stoichiometry of Chemical Reactions 1	DCI.PS1.B.9-12.3	The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.
A	6	Stoichiometry	9	Laboratory: Stoichiometry of Chemical Reactions 2	DCI.PS1.B.9-12.3	The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.
A	6	Stoichiometry	10	Calculating Yields of Reactions	DCI.PS1.B.9-12.3	The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.
A	6	Stoichiometry	11	Percent Yield	SEP.1.9-12.3	Analyze data using computational models in order to make valid and reliable scientific claims.

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A	6	Stoichiometry	12	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	6	Stoichiometry	13	Unit Test	Multiple	All assessed standards covered in this unit
A	7	Semester Review and Test	1	Semester Review	Multiple	All assessed standards covered by this point in the course
A	7	Semester Review and Test	2	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	7	Semester Review and Test	3	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	7	Semester Review and Test	4	Semester Test	Multiple	All assessed standards covered by this point in the course
B	1	States of Matter	1	Semester Introduction	HS-PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
B	1	States of Matter	2	The Behavior of Gases	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	1	States of Matter	3	Boyle's Law	9-12.AF.1.1	Ask questions that arise from careful observation of phenomena, or unexpected results, to clarify and/or seek additional information. that arise from examining models or a theory, to clarify and/or seek additional information and relationships. to determine relationships, including quantitative relationships, between independent and dependent variables. to clarify and refine a model, an explanation, or an engineering problem.
B	1	States of Matter	4	Charles's Law	9-12.AF.1.1	Ask questions that arise from careful observation of phenomena, or unexpected results, to clarify and/or seek additional information. that arise from examining models or a theory, to clarify and/or seek additional information and relationships. to determine relationships, including quantitative relationships, between independent and dependent variables. to clarify and refine a model, an explanation, or an engineering problem.

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B	1	States of Matter	5	Gay-Lussac's Law	DCI.PS2.B.9-12.3	Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects.
B	1	States of Matter	6	Laboratory: Gas Laws 1	DCI.PS2.B.9-12.3	Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects.
B	1	States of Matter	7	Laboratory: Gas Laws 2	DCI.PS2.B.9-12.3	Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects.
B	1	States of Matter	8	Laboratory: Gas Laws 3	DCI.PS2.B.9-12.3	Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects.
B	1	States of Matter	9	Mid-Unit Test	Multiple	All assessed standards covered in this unit
B	1	States of Matter	10	The Ideal Gas Law	HS-PS1-3	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
B	1	States of Matter	11	Absolute Zero	HS-PS1-3	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
B	1	States of Matter	12	Dalton's Law of Partial Pressures	HS-PS1-3	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
B	1	States of Matter	13	Graham's Law of Effusion	9-12.AF.1.1	Ask questions that arise from careful observation of phenomena, or unexpected results, to clarify and/or seek additional information. that arise from examining models or a theory, to clarify and/or seek additional information and relationships. to determine relationships, including quantitative relationships, between independent and dependent variables. to clarify and refine a model, an explanation, or an engineering problem.
B	1	States of Matter	14	Phase Diagrams	HS-PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
B	1	States of Matter	15	Some Properties of Liquids	DCI.PS2.B.9-12.3	Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects.
B	1	States of Matter	15	Some Properties of Liquids	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	1	States of Matter	16	Some Properties of Solids	DCI.PS2.B.9-12.3	Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects.
B	1	States of Matter	16	Some Properties of Solids	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	1	States of Matter	17	Unit Test	Multiple	All assessed standards covered in this unit
B	2	Solutions	1	Solutions	HS-PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
B	2	Solutions	2	The Dissolving Process	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.

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B	2	Solutions	3	Laboratory: Factors Affecting Solution Formation 1	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	2	Solutions	4	Laboratory: Factors Affecting Solution Formation 2	9-12.AF.2.4	Develop and/or use multiple types of models to provide mechanistic accounts and/or predict phenomena, and move flexibly between model types based on merits and limitations.
B	2	Solutions	5	Laboratory: Factors Affecting Solution Formation 3	9-12.AF.8.5	Communicate scientific and/or technical information or ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (i.e., orally, graphically, textually, mathematically).
B	2	Solutions	6	Molarity and Mole Fraction	9-12.AF.5.2	Use mathematical, computational, and/or algorithmic representations of phenomena or design solutions to describe and/or support claims and/or explanations.
B	2	Solutions	7	Molality and Mass Percent	9-12.AF.5.2	Use mathematical, computational, and/or algorithmic representations of phenomena or design solutions to describe and/or support claims and/or explanations.
B	2	Solutions	8	Colligative Properties	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	2	Solutions	9	Separating Solutions	HS-PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
B	2	Solutions	10	Unit Test	Multiple	All assessed standards covered in this unit
B	3	Acids and Bases	1	Properties of Acids and Bases	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	3	Acids and Bases	2	Arrhenius Acids and Bases	HS-PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
B	3	Acids and Bases	3	Bronsted-Lowry and Lewis Acids and Bases	HS-PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
B	3	Acids and Bases	4	Measuring Acids and Bases	9-12.AG.1.5	Empirical evidence is needed to identify patterns.
B	3	Acids and Bases	5	Buffers and Titration	9-12.AH.2.3	Science includes the process of coordinating patterns of evidence with current theory.
B	3	Acids and Bases	6	Laboratory: Titration: Testing Water Quality 1	9-12.AF.2.4	Develop and/or use multiple types of models to provide mechanistic accounts and/or predict phenomena, and move flexibly between model types based on merits and limitations.
B	3	Acids and Bases	7	Discuss: Titration: Testing Water Quality	9-12.AF.8.5	Communicate scientific and/or technical information or ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (i.e., orally, graphically, textually, mathematically).
B	3	Acids and Bases	8	Laboratory: Titration: Testing Water Quality 2	9-12.AF.2.6	Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.
B	3	Acids and Bases	9	Strengths of Acids and Bases	9-12.AF.2.4	Develop and/or use multiple types of models to provide mechanistic accounts and/or predict phenomena, and move flexibly between model types based on merits and limitations.
B	3	Acids and Bases	10	Unit Test	Multiple	All assessed standards covered in this unit
B	4	Chemical Thermodynamics	1	The Conservation of Energy	CCC.1.9-12.15	Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.
B	4	Chemical Thermodynamics	1	The Conservation of Energy	CCC.5.9-10.11	The total amount of energy and matter in closed systems is conserved.

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B	4	Chemical Thermodynamics	1	The Conservation of Energy	CCC.5.9-10.12	Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.
B	4	Chemical Thermodynamics	1	The Conservation of Energy	CCC.5.9-10.13	Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems.
B	4	Chemical Thermodynamics	1	The Conservation of Energy	DCI.PS1.B.9-12.1	Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy.
B	4	Chemical Thermodynamics	1	The Conservation of Energy	DCI.PS3.A.9-12.2	Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms.
B	4	Chemical Thermodynamics	1	The Conservation of Energy	DCI.PS3.A.9-12.3	At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.
B	4	Chemical Thermodynamics	1	The Conservation of Energy	DCI.PS3.A.9-12.4	These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.
B	4	Chemical Thermodynamics	1	The Conservation of Energy	DCI.PS3.B.9-12.1	Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system.
B	4	Chemical Thermodynamics	1	The Conservation of Energy	DCI.PS3.B.9-12.2	Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
B	4	Chemical Thermodynamics	1	The Conservation of Energy	DCI.PS3.B.9-12.3	Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
B	4	Chemical Thermodynamics	1	The Conservation of Energy	HS-PS1-4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
B	4	Chemical Thermodynamics	1	The Conservation of Energy	HS-PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
B	4	Chemical Thermodynamics	1	The Conservation of Energy	HS-PS1-6	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
B	4	Chemical Thermodynamics	1	The Conservation of Energy	HS-PS1-7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
B	4	Chemical Thermodynamics	1	The Conservation of Energy	SEP.4.9-12.1	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
B	4	Chemical Thermodynamics	2	Measuring the Flow of Heat	CCC.1.9-12.15	Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.

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B	4	Chemical Thermodynamics	2	Measuring the Flow of Heat	CCC.5.9-10.12	Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.
B	4	Chemical Thermodynamics	2	Measuring the Flow of Heat	CCC.5.9-10.13	Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems.
B	4	Chemical Thermodynamics	2	Measuring the Flow of Heat	DCI.PS3.A.9-12.3	At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.
B	4	Chemical Thermodynamics	2	Measuring the Flow of Heat	DCI.PS3.B.9-12.1	Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system.
B	4	Chemical Thermodynamics	2	Measuring the Flow of Heat	DCI.PS3.B.9-12.2	Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
B	4	Chemical Thermodynamics	2	Measuring the Flow of Heat	DCI.PS3.B.9-12.3	Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
B	4	Chemical Thermodynamics	2	Measuring the Flow of Heat	HS-PS1-4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
B	4	Chemical Thermodynamics	2	Measuring the Flow of Heat	HS-PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
B	4	Chemical Thermodynamics	2	Measuring the Flow of Heat	HS-PS1-6	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
B	4	Chemical Thermodynamics	2	Measuring the Flow of Heat	HS-PS1-7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
B	4	Chemical Thermodynamics	2	Measuring the Flow of Heat	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	4	Chemical Thermodynamics	2	Measuring the Flow of Heat	SEP.4.9-12.1	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
B	4	Chemical Thermodynamics	3	Laboratory: Heat Transfer 1	CCC.1.9-12.15	Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.
B	4	Chemical Thermodynamics	3	Laboratory: Heat Transfer 1	CCC.5.9-10.12	Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.
B	4	Chemical Thermodynamics	3	Laboratory: Heat Transfer 1	CCC.5.9-10.13	Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems.
B	4	Chemical Thermodynamics	3	Laboratory: Heat Transfer 1	DCI.PS1.B.9-12.1	Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy.
B	4	Chemical Thermodynamics	3	Laboratory: Heat Transfer 1	DCI.PS3.A.9-12.2	Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms.

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B	4	Chemical Thermodynamics	3	Laboratory: Heat Transfer 1	DCI.PS3.A.9-12.3	At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.
B	4	Chemical Thermodynamics	3	Laboratory: Heat Transfer 1	DCI.PS3.B.9-12.1	Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system.
B	4	Chemical Thermodynamics	3	Laboratory: Heat Transfer 1	DCI.PS3.B.9-12.2	Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
B	4	Chemical Thermodynamics	3	Laboratory: Heat Transfer 1	DCI.PS3.B.9-12.3	Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
B	4	Chemical Thermodynamics	3	Laboratory: Heat Transfer 1	HS-PS1-4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
B	4	Chemical Thermodynamics	3	Laboratory: Heat Transfer 1	HS-PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
B	4	Chemical Thermodynamics	3	Laboratory: Heat Transfer 1	HS-PS1-7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
B	4	Chemical Thermodynamics	3	Laboratory: Heat Transfer 1	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	4	Chemical Thermodynamics	3	Laboratory: Heat Transfer 1	HS-PS3-4	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
B	4	Chemical Thermodynamics	3	Laboratory: Heat Transfer 1	SEP.4.9-12.1	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
B	4	Chemical Thermodynamics	3	Laboratory: Heat Transfer 1	SEP.7.9-12.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
B	4	Chemical Thermodynamics	4	Laboratory: Heat Transfer 2	CCC.1.9-12.15	Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.
B	4	Chemical Thermodynamics	4	Laboratory: Heat Transfer 2	CCC.5.9-10.12	Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.
B	4	Chemical Thermodynamics	4	Laboratory: Heat Transfer 2	DCI.PS1.B.9-12.1	Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy.
B	4	Chemical Thermodynamics	4	Laboratory: Heat Transfer 2	DCI.PS3.A.9-12.2	Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms.

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B	4	Chemical Thermodynamics	4	Laboratory: Heat Transfer 2	HS-PS1-4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
B	4	Chemical Thermodynamics	4	Laboratory: Heat Transfer 2	HS-PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
B	4	Chemical Thermodynamics	4	Laboratory: Heat Transfer 2	HS-PS1-7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
B	4	Chemical Thermodynamics	4	Laboratory: Heat Transfer 2	HS-PS3-4	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
B	4	Chemical Thermodynamics	4	Laboratory: Heat Transfer 2	SEP.4.9-12.1	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
B	4	Chemical Thermodynamics	4	Laboratory: Heat Transfer 2	SEP.7.9-12.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
B	4	Chemical Thermodynamics	5	Specific Heat	HS-PS1-7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
B	4	Chemical Thermodynamics	5	Specific Heat	HS-PS3-1	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
B	4	Chemical Thermodynamics	5	Specific Heat	SEP.12.9-12.3	Create a computational model or simulation of a phenomenon, designed device, process, or system.
B	4	Chemical Thermodynamics	6	Changes in Enthalpy	HS-PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
B	4	Chemical Thermodynamics	6	Changes in Enthalpy	HS-PS1-6	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
B	4	Chemical Thermodynamics	6	Changes in Enthalpy	HS-PS1-7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
B	4	Chemical Thermodynamics	6	Changes in Enthalpy	HS-PS3-1	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
B	4	Chemical Thermodynamics	6	Changes in Enthalpy	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	4	Chemical Thermodynamics	6	Changes in Enthalpy	SEP.12.9-12.3	Create a computational model or simulation of a phenomenon, designed device, process, or system.
B	4	Chemical Thermodynamics	7	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.

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B	4	Chemical Thermodynamics	8	Mid-Unit Test	Multiple	All assessed standards covered in this unit
B	4	Chemical Thermodynamics	9	Writing Thermochemical Equations	CCC.5.9-10.12	Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.
B	4	Chemical Thermodynamics	9	Writing Thermochemical Equations	HS-PS1-7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
B	4	Chemical Thermodynamics	9	Writing Thermochemical Equations	HS-PS3-1	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
B	4	Chemical Thermodynamics	9	Writing Thermochemical Equations	SEP.12.9-12.3	Create a computational model or simulation of a phenomenon, designed device, process, or system.
B	4	Chemical Thermodynamics	10	Heat During Changes of State	CCC.5.9-10.12	Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.
B	4	Chemical Thermodynamics	11	Hess's Law	CCC.1.9-12.15	Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.
B	4	Chemical Thermodynamics	12	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	4	Chemical Thermodynamics	13	Unit Test	Multiple	All assessed standards covered in this unit
B	5	Reaction Rates and Equilibrium	1	Reaction Rates and Energy of Activation	DCI.PS1.B.9-12.1	Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy.
B	5	Reaction Rates and Equilibrium	1	Reaction Rates and Energy of Activation	DCI.PS1.B.9-12.2	In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present.
B	5	Reaction Rates and Equilibrium	1	Reaction Rates and Energy of Activation	HS-PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
B	5	Reaction Rates and Equilibrium	2	Factors Affecting Reaction Rates	CCC.1.9-12.15	Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.
B	5	Reaction Rates and Equilibrium	2	Factors Affecting Reaction Rates	DCI.PS1.B.9-12.1	Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy.
B	5	Reaction Rates and Equilibrium	2	Factors Affecting Reaction Rates	HS-PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
B	5	Reaction Rates and Equilibrium	2	Factors Affecting Reaction Rates	HS-PS1-6	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
B	5	Reaction Rates and Equilibrium	3	Laboratory: Reaction-Rate Factors 1	CCC.1.9-12.15	Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.

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B	5	Reaction Rates and Equilibrium	3	Laboratory: Reaction-Rate Factors 1	CCC.7.9-12.6	Much of science deals with constructing explanations of how things change and how they remain stable.
B	5	Reaction Rates and Equilibrium	3	Laboratory: Reaction-Rate Factors 1	HS-PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
B	5	Reaction Rates and Equilibrium	3	Laboratory: Reaction-Rate Factors 1	HS-PS1-6	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
B	5	Reaction Rates and Equilibrium	4	Discuss: Reaction-Rate Factors	CCC.7.9-12.6	Much of science deals with constructing explanations of how things change and how they remain stable.
B	5	Reaction Rates and Equilibrium	5	Laboratory: Reaction-Rate Factors 2	CCC.1.9-12.15	Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.
B	5	Reaction Rates and Equilibrium	5	Laboratory: Reaction-Rate Factors 2	CCC.7.9-12.6	Much of science deals with constructing explanations of how things change and how they remain stable.
B	5	Reaction Rates and Equilibrium	5	Laboratory: Reaction-Rate Factors 2	HS-PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
B	5	Reaction Rates and Equilibrium	5	Laboratory: Reaction-Rate Factors 2	HS-PS1-6	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
B	5	Reaction Rates and Equilibrium	6	Collision Theory	DCI.PS1.B.9-12.1	Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy.
B	5	Reaction Rates and Equilibrium	7	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	5	Reaction Rates and Equilibrium	8	Mid-Unit Test	Multiple	All assessed standards covered in this unit
B	5	Reaction Rates and Equilibrium	9	Equilibrium	CCC.7.9-12.6	Much of science deals with constructing explanations of how things change and how they remain stable.
B	5	Reaction Rates and Equilibrium	9	Equilibrium	DCI.PS1.B.9-12.2	In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present.
B	5	Reaction Rates and Equilibrium	9	Equilibrium	HS-PS1-6	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
B	5	Reaction Rates and Equilibrium	10	Le Chatelier's Principle	CCC.7.9-12.6	Much of science deals with constructing explanations of how things change and how they remain stable.
B	5	Reaction Rates and Equilibrium	10	Le Chatelier's Principle	DCI.PS1.B.9-12.2	In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present.
B	5	Reaction Rates and Equilibrium	10	Le Chatelier's Principle	HS-PS1-6	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

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B	5	Reaction Rates and Equilibrium	11	Spontaneous Reactions	DCI.PS1.B.9-12.2	In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present.
B	5	Reaction Rates and Equilibrium	12	Entropy and Free Energy	DCI.PS1.B.9-12.2	In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present.
B	5	Reaction Rates and Equilibrium	13	Unit Test	Multiple	All assessed standards covered in this unit
B	6	Electrochemistry	1	Electrochemical Processes	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	6	Electrochemistry	2	Voltaic Cells	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	6	Electrochemistry	3	Laboratory: Electroplating 1	HS-PS1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
B	6	Electrochemistry	4	Laboratory: Electroplating 2	HS-PS1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
B	6	Electrochemistry	5	Dry Cells	DCI.PS3.A.9-12.1	...and "electrical energy" may mean energy stored in a battery or energy transmitted by electric currents.
B	6	Electrochemistry	5	Dry Cells	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	6	Electrochemistry	6	Electrolytic Cells	HS-PS1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
B	6	Electrochemistry	7	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	6	Electrochemistry	8	Unit Test	Multiple	All assessed standards covered in this unit
B	7	Organic Chemistry	1	Hydrocarbons and Other Organic Chemicals	DCI.LS1.C.9-12.7	The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells.
B	7	Organic Chemistry	2	Laboratory: Modeling Organic Compounds 1	DCI.LS1.C.9-12.7	The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells.
B	7	Organic Chemistry	3	Laboratory: Modeling Organic Compounds 2	DCI.LS1.C.9-12.7	The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells.
B	7	Organic Chemistry	4	Polymers	DCI.PS1.A.9-12.3	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.

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B	7	Organic Chemistry	4	Polymers	HS-PS1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
B	7	Organic Chemistry	5	Carbohydrates and Fats	HS-PS1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
B	7	Organic Chemistry	6	Proteins and Nucleic Acids	DCI.LS1.C.9-12.7	The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells.
B	7	Organic Chemistry	6	Proteins and Nucleic Acids	HS-LS1-6	Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
B	7	Organic Chemistry	6	Proteins and Nucleic Acids	HS-PS1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
B	7	Organic Chemistry	7	Unit Test	Multiple	All assessed standards covered in this unit
B	8	Nuclear Chemistry	1	Forces Within the Nucleus	CCC.5.9-10.10	In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved.
B	8	Nuclear Chemistry	1	Forces Within the Nucleus	DCI.PS1.A.9-12.1	Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons.
B	8	Nuclear Chemistry	1	Forces Within the Nucleus	DCI.PS1.C.9-12.1	Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process.
B	8	Nuclear Chemistry	1	Forces Within the Nucleus	DCI.PS2.B.9-12.3	Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects.
B	8	Nuclear Chemistry	1	Forces Within the Nucleus	HS-PS1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
B	8	Nuclear Chemistry	2	Radioactivity and Half-Life	CCC.5.9-10.10	In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved.
B	8	Nuclear Chemistry	2	Radioactivity and Half-Life	DCI.PS1.C.9-12.1	Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process.
B	8	Nuclear Chemistry	2	Radioactivity and Half-Life	DCI.PS1.C.9-12.2	Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials.
B	8	Nuclear Chemistry	2	Radioactivity and Half-Life	HS-PS1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
B	8	Nuclear Chemistry	3	Laboratory: Calculating Half-Life 1	CCC.5.9-10.10	In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved.
B	8	Nuclear Chemistry	3	Laboratory: Calculating Half-Life 1	DCI.PS1.C.9-12.1	Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process.
B	8	Nuclear Chemistry	3	Laboratory: Calculating Half-Life 1	HS-PS1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

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B	8	Nuclear Chemistry	4	Discuss: Calculating Half-Life	CCC.5.9-10.10	In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved.
B	8	Nuclear Chemistry	5	Laboratory: Calculating Half-Life 2	CCC.5.9-10.10	In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved.
B	8	Nuclear Chemistry	5	Laboratory: Calculating Half-Life 2	DCI.PS1.C.9-12.1	Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process.
B	8	Nuclear Chemistry	5	Laboratory: Calculating Half-Life 2	HS-PS1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
B	8	Nuclear Chemistry	6	Transmutation of Elements	9-12.AG.5.5	In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved.
B	8	Nuclear Chemistry	6	Transmutation of Elements	DCI.PS1.C.9-12.1	Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process.
B	8	Nuclear Chemistry	7	Nuclear Fission and Fusion	CCC.5.9-10.10	In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved.
B	8	Nuclear Chemistry	7	Nuclear Fission and Fusion	DCI.PS1.C.9-12.1	Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process.
B	8	Nuclear Chemistry	7	Nuclear Fission and Fusion	HS-PS1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
B	8	Nuclear Chemistry	8	Unit Test	Multiple	All assessed standards covered in this unit
B	9	Semester Review and Test	1	Semester Review	Multiple	All assessed standards covered by this point in the course
B	9	Semester Review and Test	2	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	9	Semester Review and Test	3	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	9	Semester Review and Test	4	Semester Test	Multiple	All assessed standards covered by this point in the course

Stride		Next Generation Science Standards for High School Physical Science Attachment 28 - ACAD Compared to SCI403D Summit Physics				
Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Introduction to Physics	1	Semester Introduction	SEP.4.9-12.5	Use a model to provide mechanistic accounts of phenomena.
A	1	Introduction to Physics	2	The History of Physics	9-12.AH.1.5	Scientific investigations use a variety of methods, tools, and techniques to revise and produce new knowledge.
A	1	Introduction to Physics	3	Science and Engineering	9-12.AF.2.3	Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system.
A	1	Introduction to Physics	3	Science and Engineering	9-12.AF.2.6	Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.
A	1	Introduction to Physics	3	Science and Engineering	SEP.4.9-12.5	Use a model to provide mechanistic accounts of phenomena.
A	1	Introduction to Physics	4	Experimentation	9-12.AF.6.1	Make a quantitative and/or qualitative claim regarding the relationship between dependent and independent variables.
A	1	Introduction to Physics	4	Experimentation	9-12.AH.1.5	Scientific investigations use a variety of methods, tools, and techniques to revise and produce new knowledge.
A	1	Introduction to Physics	5	Data Collection and Analysis	9-12.AF.4.1	Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.
A	1	Introduction to Physics	6	Models	9-12.AF.2.3	Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system.
A	1	Introduction to Physics	6	Models	9-12.AF.2.6	Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.
A	1	Introduction to Physics	6	Models	SEP.4.9-12.5	Use a model to provide mechanistic accounts of phenomena.
A	1	Introduction to Physics	7	Communicating Results	N/A	No grade-level state specific standards applicable for this lesson
A	2	Physical Units and Measurement	1	The Metric System: History and Use	N/A	No grade-level state specific standards applicable for this lesson
A	2	Physical Units and Measurement	2	The Metric System: Base Units	N/A	No grade-level state specific standards applicable for this lesson
A	2	Physical Units and Measurement	3	Discuss: Meet and Greet	N/A	No grade-level state specific standards applicable for this lesson
A	2	Physical Units and Measurement	4	The Metric System: Derived Units	9-12.AF.5.5	Apply ratios, rates, percentages, and unit conversions in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m ³ , acre-feet, etc.).
A	2	Physical Units and Measurement	5	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	2	Physical Units and Measurement	6	Measurement and Scientific Notation	N/A	No grade-level state specific standards applicable for this lesson
A	2	Physical Units and Measurement	7	Conversion Techniques	9-12.AF.5.5	Apply ratios, rates, percentages, and unit conversions in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m ³ , acre-feet, etc.).
A	2	Physical Units and Measurement	8	Significant Figures	N/A	No grade-level state specific standards applicable for this lesson
A	2	Physical Units and Measurement	9	Laboratory: Measurement and Significant Figures 1	9-12.AF.4.3	Consider limitations of data analysis (e.g., measurement error, sample selection) when analyzing and interpreting data.
A	2	Physical Units and Measurement	10	Discuss: Measurement and Significant Figures	9-12.AF.4.3	Consider limitations of data analysis (e.g., measurement error, sample selection) when analyzing and interpreting data.

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A	2	Physical Units and Measurement	11	Laboratory: Measurement and Significant Figures 2	9-12.AF.4.3	Consider limitations of data analysis (e.g., measurement error, sample selection) when analyzing and interpreting data.
A	2	Physical Units and Measurement	12	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	2	Physical Units and Measurement	13	Unit Test	Multiple	All assessed standards covered in this unit
A	3	Graphing and Problem Solving	1	Graphing Physical Data	9-12.AF.6.1	Make a quantitative and/or qualitative claim regarding the relationship between dependent and independent variables.
A	3	Graphing and Problem Solving	2	Graphs and Data Relationships	9-12.AF.6.1	Make a quantitative and/or qualitative claim regarding the relationship between dependent and independent variables.
A	3	Graphing and Problem Solving	3	Laboratory: Creating and Interpreting Graphs 1	9-12.AF.6.1	Make a quantitative and/or qualitative claim regarding the relationship between dependent and independent variables.
A	3	Graphing and Problem Solving	4	Laboratory: Creating and Interpreting Graphs 2	9-12.AF.6.1	Make a quantitative and/or qualitative claim regarding the relationship between dependent and independent variables.
A	3	Graphing and Problem Solving	5	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	3	Graphing and Problem Solving	6	Problem Solving Strategies: Units	9-12.AF.5.5	Apply ratios, rates, percentages, and unit conversions in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m ³ , acre-feet, etc.).
A	3	Graphing and Problem Solving	7	Problem Solving Strategies: Estimation	9-12.AF.5.5	Apply ratios, rates, percentages, and unit conversions in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m ³ , acre-feet, etc.).
A	3	Graphing and Problem Solving	7	Problem Solving Strategies: Estimation	9-12.AG.3.4	Using the concept of orders of magnitude allows one to understand how a model at one scale relates to a model at another scale.
A	3	Graphing and Problem Solving	8	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	3	Graphing and Problem Solving	9	Unit Test	Multiple	All assessed standards covered in this unit
A	4	Kinematics	1	Rotation and Translation	N/A	No grade-level state specific standards applicable for this lesson
A	4	Kinematics	2	Frame of Reference	N/A	No grade-level state specific standards applicable for this lesson
A	4	Kinematics	3	Speed and Velocity	DCI.PS2.A.9-12.1	Newton's second law accurately predicts changes in the motion of macroscopic objects.
A	4	Kinematics	4	Position-Time and Velocity-Time Graphs	DCI.PS2.A.9-12.1	Newton's second law accurately predicts changes in the motion of macroscopic objects.

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A	4	Kinematics	5	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	4	Kinematics	6	Laboratory: Kinematics 1	DCI.PS2.A.9-12.1	Newton's second law accurately predicts changes in the motion of macroscopic objects.
A	4	Kinematics	7	Laboratory: Kinematics 2	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
A	4	Kinematics	7	Laboratory: Kinematics 2	DCI.PS2.A.9-12.1	Newton's second law accurately predicts changes in the motion of macroscopic objects.
A	4	Kinematics	7	Laboratory: Kinematics 2	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
A	4	Kinematics	8	Acceleration	HS-PS2-1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
A	4	Kinematics	9	Acceleration and Displacement	HS-PS2-1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
A	4	Kinematics	10	Laboratory: Acceleration 1	DCI.PS2.A.9-12.1	Newton's second law accurately predicts changes in the motion of macroscopic objects.
A	4	Kinematics	11	Laboratory: Acceleration 2	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
A	4	Kinematics	11	Laboratory: Acceleration 2	DCI.PS2.A.9-12.1	Newton's second law accurately predicts changes in the motion of macroscopic objects.
A	4	Kinematics	11	Laboratory: Acceleration 2	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
A	4	Kinematics	12	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	4	Kinematics	13	Unit Test	Multiple	All assessed standards covered in this unit
A	5	Forces	1	Forces	DCI.PS2.A.9-12.1	Newton's second law accurately predicts changes in the motion of macroscopic objects.
A	5	Forces	1	Forces	DCI.PS2.B.9-12.2	Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields.
A	5	Forces	2	Inertia and Newton's First Law	N/A	No grade-level state specific standards applicable for this lesson
A	5	Forces	3	Newton's Second Law	DCI.PS2.A.9-12.1	Newton's second law accurately predicts changes in the motion of macroscopic objects.
A	5	Forces	3	Newton's Second Law	HS-PS2-1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

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A	5	Forces	4	Mass and Weight	HS-PS2-1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
A	5	Forces	5	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	5	Forces	6	Laboratory: Newton's Laws of Motion 1	DCI.PS2.A.9-12.1	Newton's second law accurately predicts changes in the motion of macroscopic objects.
A	5	Forces	6	Laboratory: Newton's Laws of Motion 1	HS-PS2-1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
A	5	Forces	6	Laboratory: Newton's Laws of Motion 1	SEP.1.9-12.1	Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.
A	5	Forces	7	Laboratory: Newton's Laws of Motion 2	DCI.PS2.A.9-12.1	Newton's second law accurately predicts changes in the motion of macroscopic objects.
A	5	Forces	7	Laboratory: Newton's Laws of Motion 2	HS-PS2-1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
A	5	Forces	7	Laboratory: Newton's Laws of Motion 2	SEP.1.9-12.1	Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.
A	5	Forces	7	Laboratory: Newton's Laws of Motion 2	SEP.7.9-12.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
A	5	Forces	8	Newton's Third Law	N/A	No grade-level state specific standards applicable for this lesson
A	5	Forces	9	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	5	Forces	10	Unit Test	Multiple	All assessed standards covered in this unit
A	6	Net Forces and Vectors	1	The Net Forces Problem	DCI.PS2.A.9-12.1	Newton's second law accurately predicts changes in the motion of macroscopic objects.
A	6	Net Forces and Vectors	2	Resolving Vectors	DCI.PS2.A.9-12.1	Newton's second law accurately predicts changes in the motion of macroscopic objects.
A	6	Net Forces and Vectors	3	Adding Vectors	DCI.PS2.A.9-12.1	Newton's second law accurately predicts changes in the motion of macroscopic objects.
A	6	Net Forces and Vectors	4	Laboratory: Working with Vectors	DCI.PS2.A.9-12.1	Newton's second law accurately predicts changes in the motion of macroscopic objects.

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A	6	Net Forces and Vectors	5	Discuss: Work and Energy	DCI.PS2.A.9-12.1	Newton's second law accurately predicts changes in the motion of macroscopic objects.
A	6	Net Forces and Vectors	6	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	6	Net Forces and Vectors	7	Net Forces at Equilibrium	N/A	No grade-level state specific standards applicable for this lesson
A	6	Net Forces and Vectors	8	Free Fall and Equilibrium	N/A	No grade-level state specific standards applicable for this lesson
A	6	Net Forces and Vectors	9	Calculating Net Force 1	DCI.PS2.A.9-12.1	Newton's second law accurately predicts changes in the motion of macroscopic objects.
A	6	Net Forces and Vectors	10	Calculating Net Force 2	DCI.PS2.A.9-12.1	Newton's second law accurately predicts changes in the motion of macroscopic objects.
A	6	Net Forces and Vectors	11	Friction	DCI.PS1.A.9-12.3	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.
A	6	Net Forces and Vectors	12	Laboratory: Net Force 1	DCI.PS1.A.9-12.3	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.
A	6	Net Forces and Vectors	13	Laboratory: Net Force 2	DCI.PS2.A.9-12.1	Newton's second law accurately predicts changes in the motion of macroscopic objects.
A	6	Net Forces and Vectors	14	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	6	Net Forces and Vectors	15	Unit Test	Multiple	All assessed standards covered in this unit
A	7	Motion in Two Dimensions	1	History of Gravitation	DCI.PS2.B.9-12.1	Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects.
A	7	Motion in Two Dimensions	1	Projectile Motion	N/A	No grade-level state specific standards applicable for this lesson
A	7	Motion in Two Dimensions	2	Uniform Circular Motion	N/A	No grade-level state specific standards applicable for this lesson
A	7	Motion in Two Dimensions	3	Laboratory: Motion in Two Dimensions 1	N/A	No grade-level state specific standards applicable for this lesson
A	7	Motion in Two Dimensions	4	Laboratory: Motion in Two Dimensions 2	N/A	No grade-level state specific standards applicable for this lesson
A	7	Motion in Two Dimensions	5	Laboratory: Motion in Two Dimensions 3	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
A	7	Motion in Two Dimensions	5	Laboratory: Motion in Two Dimensions 3	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
A	7	Motion in Two Dimensions	6	Angular Displacement and Torque	N/A	No grade-level state specific standards applicable for this lesson
A	7	Motion in Two Dimensions	7	Simple Harmonic Motion: Springs	N/A	No grade-level state specific standards applicable for this lesson
A	7	Motion in Two Dimensions	8	Simple Harmonic Motion in Pendulums	N/A	No grade-level state specific standards applicable for this lesson

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A	7	Motion in Two Dimensions	9	Laboratory: Harmonic Motion 1	9-12.AF.3.1	Plan an investigation or test a design individually and collaboratively to produce data to serve as the basis for evidence as part of building and revising models, supporting explanations for phenomena, or testing solutions to problems. Consider possible confounding variables or effects and evaluate the investigation's design to ensure variables are controlled.
A	7	Motion in Two Dimensions	9	Laboratory: Harmonic Motion 1	SEP.3.9-12.6	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
A	7	Motion in Two Dimensions	10	Laboratory: Harmonic Motion 2	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
A	7	Motion in Two Dimensions	10	Laboratory: Harmonic Motion 2	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
A	7	Motion in Two Dimensions	11	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	7	Motion in Two Dimensions	12	Unit Test	Multiple	All assessed standards covered in this unit
A	8	Gravitation	2	Laboratory: Kepler's Laws	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
A	8	Gravitation	2	Laboratory: Kepler's Laws	DCI.ESS1.B.9-12.6	Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system.
A	8	Gravitation	2	Laboratory: Kepler's Laws	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
A	8	Gravitation	3	Discuss: Kepler's Laws	DCI.ESS1.B.9-12.6	Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system.
A	8	Gravitation	4	Universal Gravitation	DCI.PS2.B.9-12.1	Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects.
A	8	Gravitation	4	Universal Gravitation	DCI.PS2.B.9-12.2	Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields.
A	8	Gravitation	4	Universal Gravitation	HS-PS2-4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
A	8	Gravitation	4	Universal Gravitation	SEP.12.9-12.2	Use mathematical representations of phenomena to describe explanations.
A	8	Gravitation	5	Einstein and the Gravitational Field	DCI.PS2.B.9-12.1	Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects.

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A	8	Gravitation	5	Einstein and the Gravitational Field	HS-PS2-4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
A	8	Gravitation	6	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	8	Gravitation	7	Unit Test	Multiple	All assessed standards covered in this unit
A	9	Semester Review and Test	1	Semester Review	DCI.PS1.A.9-12.3	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.
A	9	Semester Review and Test	1	Semester Review	DCI.PS2.A.9-12.1	Newton's second law accurately predicts changes in the motion of macroscopic objects.
A	9	Semester Review and Test	2	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	9	Semester Review and Test	3	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
A	9	Semester Review and Test	4	Semester Test	Multiple	All assessed standards covered by this point in the course
B	1	Momentum	1	Semester Introduction	DCI.PS4.B.9-12.8	When light or longer wavelength electromagnetic radiation is absorbed in matter, it is generally converted into thermal energy (heat). Shorter wavelength electromagnetic radiation (ultraviolet, X-rays, gamma rays) can ionize atoms and cause damage to living cells.
B	1	Momentum	2	Linear Momentum and Impulse	DCI.PS2.A.9-12.2	Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object.
B	1	Momentum	2	Linear Momentum and Impulse	HS-PS2-2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
B	1	Momentum	2	Linear Momentum and Impulse	HS-PS2-3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
B	1	Momentum	2	Linear Momentum and Impulse	SEP.12.9-12.2	Use mathematical representations of phenomena to describe explanations.
B	1	Momentum	3	Law of Conservation of Momentum	DCI.PS2.A.9-12.2	Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object.

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B	1	Momentum	3	Law of Conservation of Momentum	DCI.PS2.A.9-12.3	If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.
B	1	Momentum	3	Law of Conservation of Momentum	HS-PS2-2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
B	1	Momentum	3	Law of Conservation of Momentum	SEP.12.9-12.2	Use mathematical representations of phenomena to describe explanations.
B	1	Momentum	4	Momentum in Collisions	DCI.PS2.A.9-12.2	Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object.
B	1	Momentum	4	Momentum in Collisions	DCI.PS2.A.9-12.3	If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.
B	1	Momentum	4	Momentum in Collisions	HS-PS2-2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
B	1	Momentum	4	Momentum in Collisions	HS-PS2-3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
B	1	Momentum	4	Momentum in Collisions	SEP.12.9-12.2	Use mathematical representations of phenomena to describe explanations.
B	1	Momentum	5	Laboratory: Momentum 1	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
B	1	Momentum	5	Laboratory: Momentum 1	DCI.PS2.A.9-12.2	Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object.
B	1	Momentum	5	Laboratory: Momentum 1	DCI.PS2.A.9-12.3	If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.
B	1	Momentum	5	Laboratory: Momentum 1	HS-PS2-2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
B	1	Momentum	5	Laboratory: Momentum 1	HS-PS2-3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
B	1	Momentum	5	Laboratory: Momentum 1	SEP.12.9-12.2	Use mathematical representations of phenomena to describe explanations.
B	1	Momentum	5	Laboratory: Momentum 1	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
B	1	Momentum	6	Discuss: Momentum	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
B	1	Momentum	6	Discuss: Momentum	HS-PS2-2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
B	1	Momentum	6	Discuss: Momentum	HS-PS2-3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
B	1	Momentum	6	Discuss: Momentum	SEP.12.9-12.2	Use mathematical representations of phenomena to describe explanations.
B	1	Momentum	6	Discuss: Momentum	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
B	1	Momentum	7	Laboratory: Momentum 2	HS-PS2-2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

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B	1	Momentum	7	Laboratory: Angular Momentum	SEP.12.9-12.2	Use mathematical representations of phenomena to describe explanations.
B	1	Momentum	8	Conservation of Angular Momentum	HS-PS2-2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
B	1	Momentum	9	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	1	Momentum	10	Unit Test	Multiple	All assessed standards covered in this unit
B	2	Work	1	Work and Power	N/A	No grade-level state specific standards applicable for this lesson
B	2	Work	2	Direction of Force and Work	DCI.PS3.C.9-12.1	When two objects interacting through a field change relative position, the energy stored in the field is changed.
B	2	Work	3	Laboratory: Work and Power	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
B	2	Work	3	Laboratory: Work and Power	DCI.PS3.C.9-12.1	When two objects interacting through a field change relative position, the energy stored in the field is changed.
B	2	Work	3	Laboratory: Work and Power	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
B	2	Work	4	Discuss: Work and Power	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
B	2	Work	4	Discuss: Work and Power	DCI.PS3.C.9-12.1	When two objects interacting through a field change relative position, the energy stored in the field is changed.
B	2	Work	4	Discuss: Work and Power	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
B	2	Work	5	Machines and Mechanical Advantage	N/A	No grade-level state specific standards applicable for this lesson
B	2	Work	6	Laboratory: Simple and Compound Machines 1	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
B	2	Work	6	Laboratory: Simple and Compound Machines 1	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
B	2	Work	7	Laboratory: Simple and Compound Machines 2	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
B	2	Work	7	Laboratory: Simple and Compound Machines 2	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
B	2	Work	8	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	2	Work	9	Unit Test	Multiple	All assessed standards covered in this unit
B	3	Energy	1	Types of Energy and Their Conversions	9-12.AG.5.1	The total amount of energy and matter in closed systems is conserved.
B	3	Energy	1	Types of Energy and Their Conversions	9-12.AG.5.2	Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.

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B	3	Energy	1	Types of Energy and Their Conversions	CCC.5.9-10.13	Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems.
B	3	Energy	1	Types of Energy and Their Conversions	DCI.PS3.A.9-12.1	...and "electrical energy" may mean energy stored in a battery or energy transmitted by electric currents.
B	3	Energy	1	Types of Energy and Their Conversions	DCI.PS3.A.9-12.2	Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms.
B	3	Energy	1	Types of Energy and Their Conversions	DCI.PS3.A.9-12.3	At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.
B	3	Energy	1	Types of Energy and Their Conversions	DCI.PS3.A.9-12.4	These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.
B	3	Energy	1	Types of Energy and Their Conversions	DCI.PS3.B.9-12.1	Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system.
B	3	Energy	1	Types of Energy and Their Conversions	DCI.PS3.B.9-12.2	Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
B	3	Energy	1	Types of Energy and Their Conversions	DCI.PS3.B.9-12.3	Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
B	3	Energy	1	Types of Energy and Their Conversions	HS-PS3-1	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
B	3	Energy	1	Types of Energy and Their Conversions	SEP.12.9-12.3	Create a computational model or simulation of a phenomenon, designed device, process, or system.
B	3	Energy	2	Kinetic and Potential Energy	DCI.PS3.B.9-12.2	Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
B	3	Energy	2	Kinetic and Potential Energy	DCI.PS3.B.9-12.3	Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
B	3	Energy	2	Kinetic and Potential Energy	HS-PS3-1	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
B	3	Energy	2	Kinetic and Potential Energy	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	3	Energy	2	Kinetic and Potential Energy	SEP.12.9-12.3	Create a computational model or simulation of a phenomenon, designed device, process, or system.
B	3	Energy	2	Kinetic and Potential Energy	SEP.4.9-12.3	Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.

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B	3	Energy	3	Conservation of Energy 1	DCI.PS3.A.9-12.2 Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms.
B	3	Energy	3	Conservation of Energy 1	DCI.PS3.B.9-12.1 Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system.
B	3	Energy	3	Conservation of Energy 1	DCI.PS3.B.9-12.2 Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
B	3	Energy	3	Conservation of Energy 1	DCI.PS3.B.9-12.3 Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
B	3	Energy	3	Conservation of Energy 1	HS-PS3-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
B	3	Energy	3	Conservation of Energy 1	HS-PS3-2 Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	3	Energy	3	Conservation of Energy 1	SEP.12.9-12.3 Create a computational model or simulation of a phenomenon, designed device, process, or system.
B	3	Energy	3	Conservation of Energy 1	SEP.4.9-12.3 Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.
B	3	Energy	4	Conservation of Energy 2	DCI.PS3.A.9-12.2 Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms.
B	3	Energy	4	Conservation of Energy 2	DCI.PS3.B.9-12.1 Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system.
B	3	Energy	4	Conservation of Energy 2	DCI.PS3.B.9-12.2 Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
B	3	Energy	4	Conservation of Energy 2	DCI.PS3.B.9-12.3 Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
B	3	Energy	4	Conservation of Energy 2	HS-PS3-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
B	3	Energy	4	Conservation of Energy 2	HS-PS3-2 Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	3	Energy	4	Conservation of Energy 2	SEP.12.9-12.3 Create a computational model or simulation of a phenomenon, designed device, process, or system.
B	3	Energy	4	Conservation of Energy 2	SEP.4.9-12.3 Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.
B	3	Energy	5	Laboratory: Conservation of Energy 1	9-12.AF.7.4 Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.

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B	3	Energy	5	Laboratory: Conservation of Energy 1	DCI.PS3.B.9-12.2	Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
B	3	Energy	5	Laboratory: Conservation of Energy 1	DCI.PS3.B.9-12.3	Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
B	3	Energy	5	Laboratory: Conservation of Energy 1	HS-PS3-1	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
B	3	Energy	5	Laboratory: Conservation of Energy 1	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	3	Energy	5	Laboratory: Conservation of Energy 1	SEP.12.9-12.3	Create a computational model or simulation of a phenomenon, designed device, process, or system.
B	3	Energy	5	Laboratory: Conservation of Energy 1	SEP.4.9-12.3	Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.
B	3	Energy	5	Laboratory: Conservation of Energy 1	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
B	3	Energy	6	Laboratory: Conservation of Energy 2	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
B	3	Energy	6	Laboratory: Conservation of Energy 2	DCI.PS3.B.9-12.2	Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
B	3	Energy	6	Laboratory: Conservation of Energy 2	DCI.PS3.B.9-12.3	Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
B	3	Energy	6	Laboratory: Conservation of Energy 2	HS-PS3-1	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
B	3	Energy	6	Laboratory: Conservation of Energy 2	SEP.12.9-12.3	Create a computational model or simulation of a phenomenon, designed device, process, or system.
B	3	Energy	6	Laboratory: Conservation of Energy 2	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
B	3	Energy	7	Energy During Collisions	DCI.PS3.B.9-12.2	Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
B	3	Energy	7	Energy During Collisions	DCI.PS3.B.9-12.3	Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
B	3	Energy	7	Energy During Collisions	HS-PS3-1	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
B	3	Energy	7	Energy During Collisions	SEP.12.9-12.3	Create a computational model or simulation of a phenomenon, designed device, process, or system.

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B	3	Energy	8	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	3	Energy	9	Unit Test	Multiple	All assessed standards covered in this unit
B	4	Thermal Energy	1	Kinetic-Molecular Theory	DCI.PS3.A.9-12.4	These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.
B	4	Thermal Energy	1	Kinetic-Molecular Theory	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	4	Thermal Energy	1	Kinetic-Molecular Theory	HS-PS3-4	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
B	4	Thermal Energy	1	Kinetic-Molecular Theory	SEP.4.9-12.3	Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.
B	4	Thermal Energy	2	Specific Heat	DCI.PS3.A.9-12.4	These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.
B	4	Thermal Energy	2	Specific Heat	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	4	Thermal Energy	2	Specific Heat	SEP.4.9-12.3	Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.
B	4	Thermal Energy	3	Laboratory: Specific Heat 1	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
B	4	Thermal Energy	3	Laboratory: Specific Heat 1	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
B	4	Thermal Energy	4	Laboratory: Specific Heat 2	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
B	4	Thermal Energy	4	Laboratory: Specific Heat 2	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.

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B	4	Thermal Energy	5	States of Matter	DCI.PS3.A.9-12.4	These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.
B	4	Thermal Energy	5	States of Matter	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	4	Thermal Energy	5	States of Matter	SEP.4.9-12.3	Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.
B	4	Thermal Energy	6	Heat During Change of State	DCI.PS3.B.9-12.5	Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down).
B	4	Thermal Energy	7	First Law of Thermodynamics	CCC.5.9-10.12	Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.
B	4	Thermal Energy	7	First Law of Thermodynamics	CCC.5.9-10.13	Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems.
B	4	Thermal Energy	7	First Law of Thermodynamics	DCI.PS3.A.9-12.4	These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.
B	4	Thermal Energy	7	First Law of Thermodynamics	DCI.PS3.D.9-12.1	Nuclear Fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation.
B	4	Thermal Energy	7	First Law of Thermodynamics	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	4	Thermal Energy	7	First Law of Thermodynamics	SEP.4.9-12.3	Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.
B	4	Thermal Energy	8	Second Law of Thermodynamics and Entropy	DCI.PS3.A.9-12.4	These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.
B	4	Thermal Energy	8	Second Law of Thermodynamics and Entropy	DCI.PS3.B.9-12.5	Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down).
B	4	Thermal Energy	8	Second Law of Thermodynamics and Entropy	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.

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B	4	Thermal Energy	8	Second Law of Thermodynamics and Entropy	HS-PS3-4	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
B	4	Thermal Energy	8	Second Law of Thermodynamics and Entropy	SEP.4.9-12.3	Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.
B	4	Thermal Energy	9	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	4	Thermal Energy	10	Unit Test	Multiple	All assessed standards covered in this unit
B	5	Waves	1	Characteristics of Waves 1	DCI.PS4.A.9-12.6	The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing.
B	5	Waves	1	Characteristics of Waves 1	DCI.PS4.A.9-12.8	[From the 3–5 grade band endpoints] Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other. (Boundary: The discussion at this grade level is qualitative only; it can be based on the fact that two different sounds can pass a location in different directions without getting mixed up.)
B	5	Waves	1	Characteristics of Waves 1	HS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
B	5	Waves	1	Characteristics of Waves 1	SEP.12.9-12.4	Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations.
B	5	Waves	2	Characteristics of Waves 2	DCI.PS4.A.9-12.6	The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing.
B	5	Waves	2	Characteristics of Waves 2	DCI.PS4.A.9-12.8	[From the 3–5 grade band endpoints] Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other. (Boundary: The discussion at this grade level is qualitative only; it can be based on the fact that two different sounds can pass a location in different directions without getting mixed up.)
B	5	Waves	2	Characteristics of Waves 2	HS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
B	5	Waves	2	Characteristics of Waves 2	SEP.12.9-12.4	Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations.
B	5	Waves	3	Sound: Vibration and Waves	DCI.PS4.A.9-12.6	The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing.
B	5	Waves	3	Sound: Vibration and Waves	DCI.PS4.A.9-12.8	[From the 3–5 grade band endpoints] Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other. (Boundary: The discussion at this grade level is qualitative only; it can be based on the fact that two different sounds can pass a location in different directions without getting mixed up.)

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B	5	Waves	3	Sound: Vibration and Waves	HS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
B	5	Waves	3	Sound: Vibration and Waves	SEP.12.9-12.4	Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations.
B	5	Waves	4	Qualities of Sound	DCI.PS3.A.9-12.3	At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.
B	5	Waves	5	Laboratory: Sound 1	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
B	5	Waves	5	Laboratory: Sound 1	DCI.PS4.A.9-12.6	The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing.
B	5	Waves	5	Laboratory: Sound 1	DCI.PS4.A.9-12.8	[From the 3–5 grade band endpoints] Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other. (Boundary: The discussion at this grade level is qualitative only; it can be based on the fact that two different sounds can pass a location in different directions without getting mixed up.)
B	5	Waves	5	Laboratory: Sound 1	HS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
B	5	Waves	5	Laboratory: Sound 1	SEP.12.9-12.4	Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations.
B	5	Waves	5	Laboratory: Sound 1	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
B	5	Waves	6	Laboratory: Sound 2	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
B	5	Waves	6	Laboratory: Sound 2	DCI.PS4.A.9-12.6	The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing.
B	5	Waves	6	Laboratory: Sound 2	DCI.PS4.A.9-12.8	[From the 3–5 grade band endpoints] Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other. (Boundary: The discussion at this grade level is qualitative only; it can be based on the fact that two different sounds can pass a location in different directions without getting mixed up.)
B	5	Waves	6	Laboratory: Sound 2	HS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
B	5	Waves	6	Laboratory: Sound 2	SEP.12.9-12.4	Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations.
B	5	Waves	6	Laboratory: Sound 2	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
B	5	Waves	7	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	5	Waves	8	Unit Test	Multiple	All assessed standards covered in this unit

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B	6	Light	1	The Electromagnetic Spectrum	CCC.4.9-12.10	Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales.
B	6	Light	1	The Electromagnetic Spectrum	DCI.PS4.B.69-12.8	Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features.
B	6	Light	1	The Electromagnetic Spectrum	DCI.PS4.B.9-12.8	When light or longer wavelength electromagnetic radiation is absorbed in matter, it is generally converted into thermal energy (heat). Shorter wavelength electromagnetic radiation (ultraviolet, X-rays, gamma rays) can ionize atoms and cause damage to living cells.
B	6	Light	1	The Electromagnetic Spectrum	DCI.PS4.C.9-12.4	Multiple technologies based on the understanding of waves and their interactions with matter are part of everyday experiences in the modern world (e.g., medical imaging, communications, scanners) and in scientific research. They are essential tools for producing, transmitting, and capturing signals and for storing and interpreting the information contained in them.
B	6	Light	1	The Electromagnetic Spectrum	HS-PS4-3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.
B	6	Light	1	The Electromagnetic Spectrum	HS-PS4-5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.
B	6	Light	2	Diffraction and Interference	DCI.PS4.C.9-12.4	Multiple technologies based on the understanding of waves and their interactions with matter are part of everyday experiences in the modern world (e.g., medical imaging, communications, scanners) and in scientific research. They are essential tools for producing, transmitting, and capturing signals and for storing and interpreting the information contained in them.
B	6	Light	2	Diffraction and Interference	HS-PS4-5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.
B	6	Light	3	Reflection	N/A	No grade-level state specific standards applicable for this lesson
B	6	Light	4	Refraction	DCI.PS4.A.9-12.8	[From the 3–5 grade band endpoints] Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other. (Boundary: The discussion at this grade level is qualitative only; it can be based on the fact that two different sounds can pass a location in different directions without getting mixed up.)
B	6	Light	4	Refraction	HS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
B	6	Light	4	Refraction	SEP.12.9-12.4	Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations.
B	6	Light	5	Mirrors	N/A	No grade-level state specific standards applicable for this lesson
B	6	Light	6	Lenses	N/A	No grade-level state specific standards applicable for this lesson
B	6	Light	7	Laboratory: Optics 1	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
B	6	Light	7	Laboratory: Optics 1	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
B	6	Light	8	Laboratory: Optics 2	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.

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B	6	Light	8	Laboratory: Optics 2	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
B	6	Light	9	Laboratory: Optics 3	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
B	6	Light	9	Laboratory: Optics 3	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
B	6	Light	10	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	6	Light	11	Unit Test	Multiple	All assessed standards covered in this unit
B	7	Electric Forces	1	Static Electricity	DCI.PS1.A.9-12.3	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.
B	7	Electric Forces	1	Static Electricity	DCI.PS2.B.9-12.1	Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects.
B	7	Electric Forces	1	Static Electricity	DCI.PS2.B.9-12.3	Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects.
B	7	Electric Forces	1	Static Electricity	DCI.PS3.A.9-12.4	These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.
B	7	Electric Forces	1	Static Electricity	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	7	Electric Forces	1	Static Electricity	HS-PS3-5	Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.
B	7	Electric Forces	1	Static Electricity	SEP.4.9-12.3	Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.
B	7	Electric Forces	2	Electric Force	DCI.PS2.B.9-12.1	Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects.
B	7	Electric Forces	2	Electric Force	DCI.PS3.A.9-12.4	These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.
B	7	Electric Forces	2	Electric Force	HS-PS2-4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

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B	7	Electric Forces	2	Electric Force	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	7	Electric Forces	2	Electric Force	HS-PS3-5	Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.
B	7	Electric Forces	2	Electric Force	SEP.4.9-12.3	Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.
B	7	Electric Forces	3	Electric Fields	DCI.PS2.B.9-12.1	Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects.
B	7	Electric Forces	3	Electric Fields	DCI.PS3.A.9-12.4	These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.
B	7	Electric Forces	3	Electric Fields	DCI.PS3.C.9-12.1	When two objects interacting through a field change relative position, the energy stored in the field is changed.
B	7	Electric Forces	3	Electric Fields	HS-PS2-4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
B	7	Electric Forces	3	Electric Fields	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	7	Electric Forces	3	Electric Fields	HS-PS3-5	Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.
B	7	Electric Forces	3	Electric Fields	SEP.4.9-12.3	Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.
B	7	Electric Forces	4	Laboratory: Electrostatics 1	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
B	7	Electric Forces	4	Laboratory: Electrostatics 1	DCI.PS1.A.9-12.3	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.
B	7	Electric Forces	4	Laboratory: Electrostatics 1	DCI.PS2.B.9-12.1	Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects.
B	7	Electric Forces	4	Laboratory: Electrostatics 1	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
B	7	Electric Forces	5	Discuss: Electrostatics	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
B	7	Electric Forces	5	Discuss: Electrostatics	DCI.PS1.A.9-12.3	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.
B	7	Electric Forces	5	Discuss: Electrostatics	DCI.PS2.B.9-12.1	Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects.
B	7	Electric Forces	5	Discuss: Electrostatics	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
B	7	Electric Forces	6	Laboratory: Electrostatics 2	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
B	7	Electric Forces	6	Laboratory: Electrostatics 2	DCI.PS1.A.9-12.3	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.

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B	7	Electric Forces	6	Laboratory: Electrostatics 1	DCI.PS2.B.9-12.1	Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects.
B	7	Electric Forces	6	Laboratory: Electrostatics 2	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
B	7	Electric Forces	7	Electric Potential Difference	DCI.PS2.B.9-12.1	Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects.
B	7	Electric Forces	8	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	7	Electric Forces	9	Unit Test	Multiple	All assessed standards covered in this unit
B	8	Currents and Circuits	1	Currents and Circuits	HS-PS3-3	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
B	8	Currents and Circuits	2	Current Electric Forces	DCI.PS3.A.9-12.1	...and "electrical energy" may mean energy stored in a battery or energy transmitted by electric currents.
B	8	Currents and Circuits	3	Series Circuits	N/A	No grade-level state specific standards applicable for this lesson
B	8	Currents and Circuits	4	Parallel Circuits	N/A	No grade-level state specific standards applicable for this lesson
B	8	Currents and Circuits	5	Combined Circuits	N/A	No grade-level state specific standards applicable for this lesson
B	8	Currents and Circuits	6	Laboratory: Circuits 1	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
B	8	Currents and Circuits	6	Laboratory: Circuits 1	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
B	8	Currents and Circuits	7	Laboratory: Circuits 2	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
B	8	Currents and Circuits	7	Laboratory: Circuits 2	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
B	8	Currents and Circuits	8	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	8	Currents and Circuits	9	Unit Test	Multiple	All assessed standards covered in this unit
B	9	Magnetism	1	Magnets and Magnetic Fields	DCI.PS3.C.9-12.1	When two objects interacting through a field change relative position, the energy stored in the field is changed.
B	9	Magnetism	2	Forces in Magnetic Fields	DCI.PS2.B.9-12.2	Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields.
B	9	Magnetism	2	Forces in Magnetic Fields	DCI.PS3.A.9-12.1	...and "electrical energy" may mean energy stored in a battery or energy transmitted by electric currents.

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B	9	Magnetism	2	Forces in Magnetic Fields	DCI.PS3.A.9-12.4	These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.
B	9	Magnetism	2	Forces in Magnetic Fields	HS-PS2-5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
B	9	Magnetism	2	Forces in Magnetic Fields	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	9	Magnetism	2	Forces in Magnetic Fields	HS-PS3-5	Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.
B	9	Magnetism	3	Electromagnetic Induction	DCI.PS2.B.9-12.2	Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields.
B	9	Magnetism	3	Electromagnetic Induction	DCI.PS3.A.9-12.4	These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.
B	9	Magnetism	3	Electromagnetic Induction	HS-PS2-5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
B	9	Magnetism	3	Electromagnetic Induction	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	9	Magnetism	3	Electromagnetic Induction	HS-PS3-5	Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.
B	9	Magnetism	3	Electromagnetic Induction	SEP.4.9-12.3	Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.
B	9	Magnetism	4	Laboratory: Magnetic Fields 1	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
B	9	Magnetism	4	Laboratory: Magnetic Fields 1	DCI.PS3.A.9-12.1	...and "electrical energy" may mean energy stored in a battery or energy transmitted by electric currents.
B	9	Magnetism	4	Laboratory: Magnetic Fields 1	SEP.5.9-12.3	Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence.
B	9	Magnetism	5	Laboratory: Magnetic Fields 2	9-12.AF.7.4	Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.

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B	9	Magnetism	6	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	9	Magnetism	7	Unit Test	Multiple	All assessed standards covered in this unit
B	10	Modern Physics	1	Atomic Spectra and Quantum Theory	DCI.PS1.A.9-12.1	Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons.
B	10	Modern Physics	1	Atomic Spectra and Quantum Theory	DCI.PS1.C.9-12.1	Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process.
B	10	Modern Physics	1	Atomic Spectra and Quantum Theory	DCI.PS3.A.9-12.4	These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.
B	10	Modern Physics	1	Atomic Spectra and Quantum Theory	DCI.PS4.B.9-12.10	Atoms of each element emit and absorb characteristic frequencies of light. These characteristics allow identification of the presence of an element, even in microscopic quantities.
B	10	Modern Physics	1	Atomic Spectra and Quantum Theory	HS-PS1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
B	10	Modern Physics	1	Atomic Spectra and Quantum Theory	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	10	Modern Physics	2	The Nature of Light and the Photoelectric Effect	CCC.4.9-12.10	Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales.
B	10	Modern Physics	2	The Nature of Light and the Photoelectric Effect	DCI.PS3.A.9-12.4	These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.
B	10	Modern Physics	2	The Nature of Light and the Photoelectric Effect	DCI.PS3.D.9-12.2	Solar cells are human-made devices that likewise capture the sun's energy and produce electrical energy.
B	10	Modern Physics	2	The Nature of Light and the Photoelectric Effect	DCI.PS4.B.69-12.8	Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features.
B	10	Modern Physics	2	The Nature of Light and the Photoelectric Effect	DCI.PS4.B.9-12.9	Photoelectric materials emit electrons when they absorb light of a high-enough frequency.

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B	10	Modern Physics	2	The Nature of Light and the Photoelectric Effect	DCI.PS4.C.9-12.4	Multiple technologies based on the understanding of waves and their interactions with matter are part of everyday experiences in the modern world (e.g., medical imaging, communications, scanners) and in scientific research. They are essential tools for producing, transmitting, and capturing signals and for storing and interpreting the information contained in them.
B	10	Modern Physics	2	The Nature of Light and the Photoelectric Effect	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.
B	10	Modern Physics	2	The Nature of Light and the Photoelectric Effect	HS-PS4-3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.
B	10	Modern Physics	2	The Nature of Light and the Photoelectric Effect	HS-PS4-5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.
B	10	Modern Physics	3	Relativity	N/A	No grade-level state specific standards applicable for this lesson
B	10	Modern Physics	4	Structure of the Nucleus	DCI.PS1.A.9-12.1	Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons.
B	10	Modern Physics	4	Structure of the Nucleus	DCI.PS2.B.9-12.3	Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects.
B	10	Modern Physics	5	Radioactivity	9-12.AG.5.5	In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved.
B	10	Modern Physics	5	Radioactivity	CCC.5.9-10.10	In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved.
B	10	Modern Physics	5	Radioactivity	DCI.PS1.C.9-12.1	Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process.
B	10	Modern Physics	5	Radioactivity	DCI.PS1.C.9-12.2	Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials.
B	10	Modern Physics	5	Radioactivity	DCI.PS3.A.9-12.4	These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.
B	10	Modern Physics	5	Radioactivity	DCI.PS3.D.9-12.1	Nuclear Fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation.
B	10	Modern Physics	5	Radioactivity	HS-PS1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
B	10	Modern Physics	5	Radioactivity	HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.

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B	10	Modern Physics	6	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	10	Modern Physics	7	Unit Test	Multiple	All assessed standards covered in this unit
B	11	Semester Review and Test B	1	Semester Review	DCI.PS2.A.9-12.1	Newton's second law accurately predicts changes in the motion of macroscopic objects.
B	11	Semester Review and Test B	1	Semester Review	DCI.PS3.A.9-12.3	At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.
B	11	Semester Review and Test B	1	Semester Review	DCI.PS3.A.9-12.4	These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.
B	11	Semester Review and Test B	2	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	11	Semester Review and Test B	3	Your Choice	N/A	Students may use today's lesson time to do any of the following: Attend a synchronous session if their teacher has one planned. Complete work in progress. Review prior lessons in the unit. Read some of the additional resources that are suggested in their lessons. Prepare for their state standardized test. Go on to the next lesson.
B	11	Semester Review and Test B	4	Semester Test	Multiple	All assessed standards covered by this point in the course

<p>K & 1 Phonics Instruction</p>	<p style="text-align: center;">Attachment 28 - ACAD</p> <p>Phonics prepares students to become independent readers through teacher-led, systematic, multisensory instruction in a developmentally appropriate manner. Students review phonological awareness and learn advanced decoding skills and sight words. Letter tiles, a variety of interactive games and activities, and decodable readers (brief stories that consist entirely of words students can read independently) support multimodal learning.</p> <p>Spelling instruction begins in the second half of the first semester in ELA 1, building on the foundation of letter-sound knowledge previously mastered in Phonics.</p>
<p>Kindergarten ELA</p>	<p>This program provides kindergarten students with a complete early literacy learning experience. Students work through structured lessons that emphasize reading readiness, phonics, language skills, literature, writing skills, and handwriting through a combination of teacher-led instruction (either live or via embedded video within the course) and independent practice, both online and offline. The program provides a strong foundation in comprehension and vocabulary to instill a lifelong interest in reading and learning.</p>
<p>First Grade ELA</p>	<p>The first grade program provides continues to integrate phonics, reading, writing, grammar, vocabulary, spelling, and handwriting. Students develop comprehension, build vocabulary, and gain a lifelong interest in reading. Thematic units in literacy contain workshops in which instruction is anchored by a focus text. Through a combination of teacher-led instruction (either live or via embedded video within the course) and independent practice (both online and offline), students build knowledge by exploring both classic and contemporary works in different genres and formats—fiction, poetry, drama, nonfiction, trade books, magazines, and e-books.</p> <p>Beginning in the second semester, students complete focused grammar activities and write a variety of compositions by following the writing process.</p>

Grade Band K-3	<p>Second Grade ELA</p>	<p style="text-align: center;">Attachment 28 - ACAD</p> <p>This second grade course provides a well-balanced approach to literacy that connects reading, writing, grammar, word study (including vocabulary and spelling), and handwriting into one integrated program. Each thematic unit contains workshops in which reading, writing, and word study are anchored by a focus text. Through read-aloud videos, independent reading, and close reading activities, students explore both classic and contemporary works in different genres and formats—fiction, poetry, drama, nonfiction, and magazines. Through studying model writing from the reading selections, students use the writing process to complete a variety of short and long compositions. Students learn about grammar, usage, and mechanics and apply those skills as they write, revise, and proofread their work. Students grow their vocabulary by learning the meanings of words from the reading selections. They also grow their ability to determine word meanings through strategy-based instruction on concepts such as word relationships, context clues, and word parts. Foundational concepts of phonological awareness and phonics are included, as well. Spelling instruction focuses on common spelling patterns and understanding how to apply these patterns to words beyond those on the spelling lists.</p>
	<p>Third Grade ELA</p>	<p>English Language Arts 3 continues to connect reading, writing, grammar, vocabulary, and spelling into one integrated program and adds dedicated time for keyboarding practice. Each thematic unit contains workshops that have one major focus (reading, writing, or word study) for instruction and reinforcement of big ideas. In reading workshops, students read independently both classic and contemporary works in a different genres and formats—fiction, poetry, drama, nonfiction, and magazines—before exploring each text through various activities. In writing workshops, students study writing models and then use the writing process to write a variety of compositions. They learn about grammar, usage, and mechanics and apply those skills as they revise and proofread their work. In word study workshops, students grow their vocabulary by learning the meanings of groups of conceptually related words. Students also learn to focus on spelling patterns that are necessary to be fluent, proficient readers, writers, and spellers.</p>

Grade Band 4-5	Fourth/Fifth Grade ELA	<p style="text-align: center;">Attachment 28 - ACAD</p> <p>ELA 4 and ELA 5 continue to provide a well-balanced approach to literacy that connects reading, writing, grammar, vocabulary, and spelling into one integrated program with dedicated time for keyboarding practice. The course comprises 15 units, including 2 assessment units. Each unit contains workshops that have one major focus (reading, writing, or word study) for instruction and reinforcement of big ideas. In reading workshops, students read independently both classic and contemporary works in different genres and formats—including fiction, poetry, nonfiction, and folktales—before exploring each text through various activities. In writing workshops, students study writing models and then use the writing process to write a variety of compositions. They learn about grammar, usage, and mechanics and apply those skills as they revise and proofread their work. In word study workshops, students grow their vocabulary by learning the meanings of groups of conceptually related words. Students also learn to focus on spelling patterns that are necessary to be fluent, proficient readers, writers, and spellers.</p>
Grade Band 6-8	Sixth Grade ELA	<p>This course equips students with the essential language arts skills needed throughout their academic careers. Students read and analyze a variety of informational and fictional texts. Instruction and reading strategies accompany reading selections to help engage students in the text and sharpen their comprehension. Students express their ideas and knowledge using standard (formal) English in written and oral assignments. Writing expressive, analytical, and procedural compositions helps students develop communication skills necessary in today’s world. Vocabulary is taught explicitly and through an array of vocabulary acquisition strategies that give students the tools to independently increase their vocabulary. Students study grammar, usage, and mechanics; and practice sentence analysis, sentence structure, and proper punctuation. The course includes discussion activities that engage students in the curriculum while creating a sense of community.</p>
	Seventh Grade ELA	<p>This course continues the development of comprehension and analysis of informational and fictional texts with an ongoing emphasis on reading strategies. Students express themselves using standard (formal) English in written and oral presentations. Students analyze and practice the form and structure of various genres of writing to enhance their communication skills. Students study a variety of media to understand informational and persuasive techniques, explicit and implied messages, and how visual and auditory cues affect messages. Grammar, usage, and mechanics skills are deepened. Students continue to widen their vocabulary and apply acquisition strategies and engage in discussion activities with their peers and instructor.</p>

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	<p align="center">Eighth Grade ELA</p>	<p>Throughout this course, students engage in literary analysis and close reading of short stories, poetry, drama, novels, and informational texts. The course focuses on interpretation of literary works, analysis of informational texts, and the development of oral and written communication skills in standard (formal) English. Students read "between the lines" to interpret literature and go beyond the text to discover how the culture in which a work of literature was created contributes to the theme and ideas it conveys. Analysis of the structure and elements of informational texts and media helps students develop the skills needed for academic success and navigating the world. Students continue to acquire knowledge and skills in grammar, usage, mechanics, and vocabulary. Implementing reading strategies, self-monitoring progress and reflecting on successes and challenges help students become metacognitive learners.</p>
<p align="center">Grade Band 9-12</p>	<p align="center">Ninth/Tenth Grade English</p>	<p>K12's English 9 and 10 courses include engaging and interactive instruction about reading, writing, speaking and listening, and language, with a focus on exploring a wide variety of genres and their elements. Students learn how to carefully read, interpret, and analyze literature and nonfiction works of cultural or historical significance appropriate to their grade level. Throughout the course, students practice narrative, informative, and argument writing. Students also develop and deliver presentations, and participate in discussions with their peers.</p>
	<p align="center">American Literature</p>	<p>In this course, students read and analyze works of American literature from colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.</p>
	<p align="center">British & World Literature</p>	<p>Students read selections from British and world literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students complete guided and independent writing assignments that refine their analytical skills. They have opportunities for creative expression in projects of their choice. Students also practice test-taking skills for standardized assessments in critical reading and writing.</p>



**Common Core Kindergarten English Language Arts Standards
Attachment 28 - ACAP
Compared to ELA K E1/ED**



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Teamwork	1	Introduction to English Language Arts K	N/A	Students are introduced to the ELA K course.
1	Teamwork	2	The Little Red Hen (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
1	Teamwork	2	The Little Red Hen (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
1	Teamwork	2	The Little Red Hen (A)	CCSS.ELA-Literacy.RF.K.1a	Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.
1	Teamwork	2	The Little Red Hen (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
1	Teamwork	2	The Little Red Hen (A)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
1	Teamwork	2	The Little Red Hen (A)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
1	Teamwork	2	The Little Red Hen (A)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
1	Teamwork	2	The Little Red Hen (A)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
1	Teamwork	2	The Little Red Hen (A)	CCSS.ELA-Literacy.SL.K.1a	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
1	Teamwork	3	The Little Red Hen (B)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
1	Teamwork	3	The Little Red Hen (B)	CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
1	Teamwork	3	The Little Red Hen (B)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
1	Teamwork	3	The Little Red Hen (B)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
1	Teamwork	3	The Little Red Hen (B)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.

1	Teamwork	3	The Little Red Hen (A)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
1	Teamwork	3	The Little Red Hen (B)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
1	Teamwork	3	The Little Red Hen (B)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
1	Teamwork	4	The Little Red Hen (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
1	Teamwork	4	The Little Red Hen (C)	CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
1	Teamwork	4	The Little Red Hen (C)	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
1	Teamwork	4	The Little Red Hen (C)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
1	Teamwork	4	The Little Red Hen (C)	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
1	Teamwork	4	The Little Red Hen (C)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
1	Teamwork	4	The Little Red Hen (C)	CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
1	Teamwork	5	Let's Work Together (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
1	Teamwork	5	Let's Work Together (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
1	Teamwork	5	Let's Work Together (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
1	Teamwork	5	Let's Work Together (A)	CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
1	Teamwork	5	Let's Work Together (A)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
1	Teamwork	5	Let's Work Together (A)	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
1	Teamwork	5	Let's Work Together (A)	CCSS.ELA-Literacy.RI.K.5	Identify the front cover, back cover, and title page of a book.
1	Teamwork	6	Let's Work Together (B)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.

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1	Teamwork	6	Let's Work Together (B)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
1	Teamwork	6	Let's Work Together (B)	CCSS.ELA-Literacy.L.K.5a With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
1	Teamwork	6	Let's Work Together (B)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
1	Teamwork	6	Let's Work Together (B)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
1	Teamwork	6	Let's Work Together (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
1	Teamwork	6	Let's Work Together (B)	CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.
1	Teamwork	6	Let's Work Together (B)	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.
1	Teamwork	6	Let's Work Together (B)	CCSS.ELA-Literacy.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
1	Teamwork	6	Let's Work Together (B)	CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
1	Teamwork	6	Let's Work Together (B)	CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
1	Teamwork	7	Let's Work Together (C)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
1	Teamwork	7	Let's Work Together (C)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
1	Teamwork	7	Let's Work Together (C)	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
1	Teamwork	7	Let's Work Together (C)	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.
1	Teamwork	7	Let's Work Together (C)	CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
1	Teamwork	7	Let's Work Together (C)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
1	Teamwork	7	Let's Work Together (C)	CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

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1	Teamwork	8	Pandas Help Out (A)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
1	Teamwork	8	Pandas Help Out (A)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
1	Teamwork	8	Pandas Help Out (A)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
1	Teamwork	8	Pandas Help Out (A)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
1	Teamwork	8	Pandas Help Out (A)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
1	Teamwork	8	Pandas Help Out (A)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
1	Teamwork	8	Pandas Help Out (A)	CCSS.ELA-Literacy.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
1	Teamwork	9	Pandas Help Out (B)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
1	Teamwork	9	Pandas Help Out (B)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
1	Teamwork	9	Pandas Help Out (B)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
1	Teamwork	9	Pandas Help Out (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
1	Teamwork	9	Pandas Help Out (B)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
1	Teamwork	9	Pandas Help Out (B)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
1	Teamwork	9	Pandas Help Out (B)	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
1	Teamwork	9	Pandas Help Out (B)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
1	Teamwork	10	Pandas Help Out (C)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
1	Teamwork	10	Pandas Help Out (C)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.

1	Teamwork	10	Pandas Help Out (C)	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
1	Teamwork	10	Pandas Help Out (C)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
1	Teamwork	10	Pandas Help Out (C)	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
1	Teamwork	10	Pandas Help Out (C)	CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
1	Teamwork	11	Teamwork Wrap-Up	CCSS.ELA-Literacy.RI.K.5	Identify the front cover, back cover, and title page of a book.
1	Teamwork	11	Teamwork Wrap-Up	CCSS.ELA-Literacy.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
1	Teamwork	11	Teamwork Wrap-Up	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
1	Teamwork	11	Teamwork Wrap-Up	CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
2	Get Moving	1	Everyday Exercises (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
2	Get Moving	1	Everyday Exercises (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
2	Get Moving	1	Everyday Exercises (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
2	Get Moving	1	Everyday Exercises (A)	CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
2	Get Moving	1	Everyday Exercises (A)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
2	Get Moving	1	Everyday Exercises (A)	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
2	Get Moving	1	Everyday Exercises (A)	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
2	Get Moving	2	Everyday Exercises (B)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
2	Get Moving	2	Everyday Exercises (B)	CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
2	Get Moving	2	Everyday Exercises (B)	CCSS.ELA-Literacy.L.K.5a	With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

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2	Get Moving	2	Everyday Exercises (B)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
2	Get Moving	2	Everyday Exercises (B)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
2	Get Moving	2	Everyday Exercises (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
2	Get Moving	2	Everyday Exercises (B)	CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.
2	Get Moving	2	Everyday Exercises (B)	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.
2	Get Moving	2	Everyday Exercises (B)	CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
2	Get Moving	2	Everyday Exercises (B)	CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
2	Get Moving	2	Everyday Exercises (B)	CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
2	Get Moving	3	Everyday Exercises (C)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
2	Get Moving	3	Everyday Exercises (C)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
2	Get Moving	3	Everyday Exercises (C)	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
2	Get Moving	3	Everyday Exercises (C)	CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.
2	Get Moving	3	Everyday Exercises (C)	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.
2	Get Moving	3	Everyday Exercises (C)	CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
2	Get Moving	3	Everyday Exercises (C)	CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
2	Get Moving	3	Everyday Exercises (C)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
2	Get Moving	3	Everyday Exercises (C)	CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
2	Get Moving	4	Move! (A)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.

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2	Get Moving	4	Move! (A)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
2	Get Moving	4	Move! (A)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
2	Get Moving	4	Move! (A)	CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.
2	Get Moving	4	Move! (A)	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.
2	Get Moving	4	Move! (A)	CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
2	Get Moving	4	Move! (A)	CCSS.ELA-Literacy.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
2	Get Moving	5	Move! (B)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
2	Get Moving	5	Move! (B)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
2	Get Moving	5	Move! (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
2	Get Moving	5	Move! (B)	CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.
2	Get Moving	5	Move! (B)	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.
2	Get Moving	5	Move! (B)	CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
2	Get Moving	5	Move! (B)	CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
2	Get Moving	5	Move! (B)	CCSS.ELA-Literacy.RI.K.5 Identify the front cover, back cover, and title page of a book.
2	Get Moving	6	Move! (C)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
2	Get Moving	6	Move! (C)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
2	Get Moving	6	Move! (C)	CCSS.ELA-Literacy.L.K.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
2	Get Moving	6	Move! (C)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
2	Get Moving	6	Move! (C)	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.

2	Get Moving	6	Move! (C)	Attachment 28 – ACAD	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
2	Get Moving	6	Move! (C)		CCSS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
2	Get Moving	6	Move! (C)		CCSS.ELA-Literacy.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
2	Get Moving	6	Move! (C)		CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
2	Get Moving	7	Your Choice		N/A	Students can use this lesson time to catch up on work from earlier lessons, practice in the Stride Skills Arcade, draw a picture about their favorite story, or reread their favorite book.
2	Get Moving	8	The Gingerbread Man (A)		CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
2	Get Moving	8	The Gingerbread Man (A)		CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
2	Get Moving	8	The Gingerbread Man (A)		CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
2	Get Moving	8	The Gingerbread Man (A)		CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
2	Get Moving	8	The Gingerbread Man (A)		CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
2	Get Moving	8	The Gingerbread Man (A)		CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
2	Get Moving	8	The Gingerbread Man (A)		CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
2	Get Moving	9	The Gingerbread Man (B)		CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
2	Get Moving	9	The Gingerbread Man (B)		CCSS.ELA-Literacy.L.K.5a	With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
2	Get Moving	9	The Gingerbread Man (B)		CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
2	Get Moving	9	The Gingerbread Man (B)		CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
2	Get Moving	9	The Gingerbread Man (B)		CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.

2	Get Moving	9	The Gingerbread Man (B)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
2	Get Moving	9	The Gingerbread Man (B)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
2	Get Moving	9	The Gingerbread Man (B)	CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
2	Get Moving	9	The Gingerbread Man (B)	CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
2	Get Moving	9	The Gingerbread Man (B)	CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
2	Get Moving	10	The Gingerbread Man (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
2	Get Moving	10	The Gingerbread Man (C)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
2	Get Moving	10	The Gingerbread Man (C)	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
2	Get Moving	10	The Gingerbread Man (C)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
2	Get Moving	10	The Gingerbread Man (C)	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
2	Get Moving	10	The Gingerbread Man (C)	CCSS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
2	Get Moving	11	This Is Not My Hat (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
2	Get Moving	11	This Is Not My Hat (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
2	Get Moving	11	This Is Not My Hat (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
2	Get Moving	11	This Is Not My Hat (A)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
2	Get Moving	11	This Is Not My Hat (A)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
2	Get Moving	11	This Is Not My Hat (A)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
2	Get Moving	11	This Is Not My Hat (A)	CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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2	Get Moving	12	This Is Not My Hat (B)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
2	Get Moving	12	This Is Not My Hat (B)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
2	Get Moving	12	This Is Not My Hat (B)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
2	Get Moving	12	This Is Not My Hat (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
2	Get Moving	12	This Is Not My Hat (B)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
2	Get Moving	12	This Is Not My Hat (B)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
2	Get Moving	12	This Is Not My Hat (B)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
2	Get Moving	12	This Is Not My Hat (B)	CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
2	Get Moving	13	This Is Not My Hat (C)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
2	Get Moving	13	This Is Not My Hat (C)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
2	Get Moving	13	This Is Not My Hat (C)	CCSS.ELA-Literacy.L.K.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
2	Get Moving	13	This Is Not My Hat (C)	CCSS.ELA-Literacy.L.K.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
2	Get Moving	13	This Is Not My Hat (C)	CCSS.ELA-Literacy.L.K.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Recognize and name end punctuation.
2	Get Moving	13	This Is Not My Hat (C)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
2	Get Moving	13	This Is Not My Hat (C)	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.

2	Get Moving	13	This Is Not My Hat (A)	Attachment 28 - ACAD CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
2	Get Moving	13	This Is Not My Hat (C)	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
2	Get Moving	13	This Is Not My Hat (C)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
2	Get Moving	13	This Is Not My Hat (C)	CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
2	Get Moving	14	Get Moving Wrap-Up	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
2	Get Moving	14	Get Moving Wrap-Up	CCSS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
2	Get Moving	14	Get Moving Wrap-Up	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
2	Get Moving	14	Get Moving Wrap-Up	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
2	Get Moving	14	Get Moving Wrap-Up	CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
3	Family Time	1	Hair Love (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
3	Family Time	1	Hair Love (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
3	Family Time	1	Hair Love (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
3	Family Time	1	Hair Love (A)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
3	Family Time	1	Hair Love (A)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
3	Family Time	1	Hair Love (A)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
3	Family Time	2	Hair Love (B)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
3	Family Time	2	Hair Love (B)	CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
3	Family Time	2	Hair Love (B)	CCSS.ELA-Literacy.L.K.5a	With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

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3	Family Time	2	Hair Love (B)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
3	Family Time	2	Hair Love (B)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
3	Family Time	2	Hair Love (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
3	Family Time	2	Hair Love (B)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
3	Family Time	2	Hair Love (B)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
3	Family Time	2	Hair Love (B)	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
3	Family Time	2	Hair Love (B)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
3	Family Time	2	Hair Love (B)	CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
3	Family Time	2	Hair Love (B)	CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3	Family Time	3	Hair Love (C)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
3	Family Time	3	Hair Love (C)	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
3	Family Time	3	Hair Love (C)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
3	Family Time	3	Hair Love (C)	CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.
3	Family Time	3	Hair Love (C)	CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
3	Family Time	3	Hair Love (C)	CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
3	Family Time	4	A Chair for My Mother (A)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
3	Family Time	4	A Chair for My Mother (A)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
3	Family Time	4	A Chair for My Mother (A)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.

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3	Family Time	4	A Chair for My Mother (A)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
3	Family Time	4	A Chair for My Mother (A)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
3	Family Time	4	A Chair for My Mother (A)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
3	Family Time	5	A Chair for My Mother (B)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
3	Family Time	5	A Chair for My Mother (B)	CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
3	Family Time	5	A Chair for My Mother (B)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
3	Family Time	5	A Chair for My Mother (B)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
3	Family Time	5	A Chair for My Mother (B)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
3	Family Time	5	A Chair for My Mother (B)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
3	Family Time	5	A Chair for My Mother (B)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
3	Family Time	6	A Chair for My Mother (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
3	Family Time	6	A Chair for My Mother (C)	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
3	Family Time	6	A Chair for My Mother (C)	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
3	Family Time	6	A Chair for My Mother (C)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
3	Family Time	6	A Chair for My Mother (C)	CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3	Family Time	7	Your Choice	N/A	Students can use this lesson time to catch up on work from earlier lessons, practice in the Stride Skills Arcade, draw a picture about their favorite story, or reread their favorite book.
3	Family Time	8	Lola at the Library (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.

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3	Family Time	8	Lola at the Library (A)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
3	Family Time	8	Lola at the Library (A)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
3	Family Time	8	Lola at the Library (A)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
3	Family Time	8	Lola at the Library (A)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
3	Family Time	8	Lola at the Library (A)	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
3	Family Time	8	Lola at the Library (A)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
3	Family Time	9	Lola at the Library (B)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
3	Family Time	9	Lola at the Library (B)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
3	Family Time	9	Lola at the Library (B)	CCSS.ELA-Literacy.L.K.5a With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
3	Family Time	9	Lola at the Library (B)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
3	Family Time	9	Lola at the Library (B)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
3	Family Time	9	Lola at the Library (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
3	Family Time	9	Lola at the Library (B)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
3	Family Time	9	Lola at the Library (B)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
3	Family Time	9	Lola at the Library (B)	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
3	Family Time	9	Lola at the Library (B)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
3	Family Time	9	Lola at the Library (B)	CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
3	Family Time	9	Lola at the Library (B)	CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

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3	Family Time	9	Lola at the Library (B)	CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
3	Family Time	10	Lola at the Library (C)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
3	Family Time	10	Lola at the Library (C)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
3	Family Time	10	Lola at the Library (C)	CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.
3	Family Time	10	Lola at the Library (C)	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
3	Family Time	10	Lola at the Library (C)	CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
3	Family Time	11	Family Time Wrap-Up	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
4	Fun with Fairy Tales	1	Their Homes Were Their Castles (A)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
4	Fun with Fairy Tales	1	Their Homes Were Their Castles (A)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
4	Fun with Fairy Tales	1	Their Homes Were Their Castles (A)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
4	Fun with Fairy Tales	1	Their Homes Were Their Castles (A)	CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.
4	Fun with Fairy Tales	1	Their Homes Were Their Castles (A)	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.
4	Fun with Fairy Tales	1	Their Homes Were Their Castles (A)	CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
4	Fun with Fairy Tales	1	Their Homes Were Their Castles (A)	CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
4	Fun with Fairy Tales	2	Their Homes Were Their Castles (B)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
4	Fun with Fairy Tales	2	Their Homes Were Their Castles (B)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
4	Fun with Fairy Tales	2	Their Homes Were Their Castles (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
4	Fun with Fairy Tales	2	Their Homes Were Their Castles (B)	CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.
4	Fun with Fairy Tales	2	Their Homes Were Their Castles (B)	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.

4	Fun with Fairy Tales	2	Their Homes Were Their Castles (A)	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
4	Fun with Fairy Tales	2	Their Homes Were Their Castles (B)	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
4	Fun with Fairy Tales	3	Their Homes Were Their Castles (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
4	Fun with Fairy Tales	3	Their Homes Were Their Castles (C)	CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
4	Fun with Fairy Tales	3	Their Homes Were Their Castles (C)	CCSS.ELA-Literacy.L.K.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
4	Fun with Fairy Tales	3	Their Homes Were Their Castles (C)	CCSS.ELA-Literacy.L.K.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Recognize and name end punctuation.
4	Fun with Fairy Tales	3	Their Homes Were Their Castles (C)	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
4	Fun with Fairy Tales	3	Their Homes Were Their Castles (C)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
4	Fun with Fairy Tales	3	Their Homes Were Their Castles (C)	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
4	Fun with Fairy Tales	3	Their Homes Were Their Castles (C)	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
4	Fun with Fairy Tales	3	Their Homes Were Their Castles (C)	CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
4	Fun with Fairy Tales	4	Your Choice	N/A	Students can use this lesson time to catch up on work from earlier lessons, practice in the Stride Skills Arcade, draw a picture about their favorite story, or reread their favorite book.
4	Fun with Fairy Tales	5	Cinderella (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
4	Fun with Fairy Tales	5	Cinderella (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
4	Fun with Fairy Tales	5	Cinderella (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
4	Fun with Fairy Tales	5	Cinderella (A)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
4	Fun with Fairy Tales	5	Cinderella (A)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
4	Fun with Fairy Tales	5	Cinderella (A)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.

4	Fun with Fairy Tales	5	Cinderella (A)	Attachment 28 - ACAD	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
4	Fun with Fairy Tales	6	Cinderella (B)		CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
4	Fun with Fairy Tales	6	Cinderella (B)		CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
4	Fun with Fairy Tales	6	Cinderella (B)		CCSS.ELA-Literacy.L.K.5a	With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
4	Fun with Fairy Tales	6	Cinderella (B)		CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
4	Fun with Fairy Tales	6	Cinderella (B)		CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
4	Fun with Fairy Tales	6	Cinderella (B)		CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
4	Fun with Fairy Tales	6	Cinderella (B)		CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
4	Fun with Fairy Tales	6	Cinderella (B)		CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
4	Fun with Fairy Tales	6	Cinderella (B)		CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
4	Fun with Fairy Tales	6	Cinderella (B)		CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
4	Fun with Fairy Tales	6	Cinderella (B)		CCSS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
4	Fun with Fairy Tales	6	Cinderella (B)		CCSS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
4	Fun with Fairy Tales	6	Cinderella (B)		CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
4	Fun with Fairy Tales	6	Cinderella (B)		CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
4	Fun with Fairy Tales	6	Cinderella (B)		CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
4	Fun with Fairy Tales	7	Cinderella (C)		CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.

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4	Fun with Fairy Tales	7	Cinderella (C)	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
4	Fun with Fairy Tales	7	Cinderella (C)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
4	Fun with Fairy Tales	7	Cinderella (C)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
4	Fun with Fairy Tales	7	Cinderella (C)	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
4	Fun with Fairy Tales	7	Cinderella (C)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
4	Fun with Fairy Tales	7	Cinderella (C)	CCSS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
4	Fun with Fairy Tales	7	Cinderella (C)	CCSS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
4	Fun with Fairy Tales	8	The Paper Bag Princess (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
4	Fun with Fairy Tales	8	The Paper Bag Princess (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
4	Fun with Fairy Tales	8	The Paper Bag Princess (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
4	Fun with Fairy Tales	8	The Paper Bag Princess (A)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
4	Fun with Fairy Tales	8	The Paper Bag Princess (A)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
4	Fun with Fairy Tales	8	The Paper Bag Princess (A)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
4	Fun with Fairy Tales	9	The Paper Bag Princess (B)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
4	Fun with Fairy Tales	9	The Paper Bag Princess (B)	CCSS.ELA-Literacy.L.K.5b	With guidance and support from adults, explore word relationships and nuances in word meanings. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
4	Fun with Fairy Tales	9	The Paper Bag Princess (B)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
4	Fun with Fairy Tales	9	The Paper Bag Princess (B)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
4	Fun with Fairy Tales	9	The Paper Bag Princess (B)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.

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4	Fun with Fairy Tales	9	The Paper Bag Princess (A)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
4	Fun with Fairy Tales	9	The Paper Bag Princess (B)	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
4	Fun with Fairy Tales	9	The Paper Bag Princess (B)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
4	Fun with Fairy Tales	9	The Paper Bag Princess (B)	CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
4	Fun with Fairy Tales	10	The Paper Bag Princess (C)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
4	Fun with Fairy Tales	10	The Paper Bag Princess (C)	CCSS.ELA-Literacy.L.K.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
4	Fun with Fairy Tales	10	The Paper Bag Princess (C)	CCSS.ELA-Literacy.L.K.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Recognize and name end punctuation.
4	Fun with Fairy Tales	10	The Paper Bag Princess (C)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
4	Fun with Fairy Tales	10	The Paper Bag Princess (C)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
4	Fun with Fairy Tales	10	The Paper Bag Princess (C)	CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.
4	Fun with Fairy Tales	10	The Paper Bag Princess (C)	CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
4	Fun with Fairy Tales	10	The Paper Bag Princess (C)	CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
4	Fun with Fairy Tales	11	Fun with Fairy Tales Wrap-Up	CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
4	Fun with Fairy Tales	11	Fun with Fairy Tales Wrap-Up	CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
5	Midsemester A Reflect, Review, and Read	1	Midsemester A Reflect, Review, and Read	CCSS.ELA-Literacy.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
5	Midsemester A Reflect, Review, and Read	1	Midsemester A Reflect, Review, and Read	CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
6	We Belong	1	All Are Welcome (A)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
6	We Belong	1	All Are Welcome (A)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

6	We Belong	1	All Are Welcome (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
6	We Belong	1	All Are Welcome (A)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
6	We Belong	1	All Are Welcome (A)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
6	We Belong	1	All Are Welcome (A)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
6	We Belong	1	All Are Welcome (A)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
6	We Belong	2	All Are Welcome (B)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
6	We Belong	2	All Are Welcome (B)	CCSS.ELA-Literacy.L.K.5b	With guidance and support from adults, explore word relationships and nuances in word meanings. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
6	We Belong	2	All Are Welcome (B)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
6	We Belong	2	All Are Welcome (B)	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
6	We Belong	2	All Are Welcome (B)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
6	We Belong	2	All Are Welcome (B)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
6	We Belong	2	All Are Welcome (B)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
6	We Belong	2	All Are Welcome (B)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
6	We Belong	2	All Are Welcome (B)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
6	We Belong	2	All Are Welcome (B)	CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
6	We Belong	2	All Are Welcome (B)	CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
6	We Belong	2	All Are Welcome (B)	CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
6	We Belong	2	All Are Welcome (B)	CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6	We Belong	3	All Are Welcome (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.

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6	We Belong	3	All Are Welcome (C)	CCSS.ELA-Literacy.L.K.5b With guidance and support from adults, explore word relationships and nuances in word meanings. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
6	We Belong	3	All Are Welcome (C)	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
6	We Belong	3	All Are Welcome (C)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
6	We Belong	3	All Are Welcome (C)	CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.
6	We Belong	3	All Are Welcome (C)	CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
6	We Belong	4	Your Choice	N/A Students can use this lesson time to catch up on work from earlier lessons, practice in the Stride Skills Arcade, draw a picture about their favorite story, or reread their favorite book.
6	We Belong	5	We're Different, We're the Same (A)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
6	We Belong	5	We're Different, We're the Same (A)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
6	We Belong	5	We're Different, We're the Same (A)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
6	We Belong	5	We're Different, We're the Same (A)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
6	We Belong	5	We're Different, We're the Same (A)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
6	We Belong	5	We're Different, We're the Same (A)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
6	We Belong	6	We're Different, We're the Same (B)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
6	We Belong	6	We're Different, We're the Same (B)	CCSS.ELA-Literacy.L.K.5b With guidance and support from adults, explore word relationships and nuances in word meanings. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
6	We Belong	6	We're Different, We're the Same (B)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
6	We Belong	6	We're Different, We're the Same (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.

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6	We Belong	6	We're Different, We're the Same (B)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
6	We Belong	6	We're Different, We're the Same (B)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
6	We Belong	6	We're Different, We're the Same (B)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
6	We Belong	6	We're Different, We're the Same (B)	CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
6	We Belong	7	We're Different, We're the Same (C)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
6	We Belong	7	We're Different, We're the Same (C)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
6	We Belong	7	We're Different, We're the Same (C)	CCSS.ELA-Literacy.L.K.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
6	We Belong	7	We're Different, We're the Same (C)	CCSS.ELA-Literacy.L.K.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Recognize and name end punctuation.
6	We Belong	7	We're Different, We're the Same (C)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
6	We Belong	7	We're Different, We're the Same (C)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
6	We Belong	7	We're Different, We're the Same (C)	CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.
6	We Belong	7	We're Different, We're the Same (C)	CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
6	We Belong	8	The Colors of Us (A)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
6	We Belong	8	The Colors of Us (A)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
6	We Belong	8	The Colors of Us (A)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
6	We Belong	8	The Colors of Us (A)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
6	We Belong	8	The Colors of Us (A)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
6	We Belong	8	The Colors of Us (A)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.

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6	We Belong	9	The Colors of Us (B)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
6	We Belong	9	The Colors of Us (B)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
6	We Belong	9	The Colors of Us (B)	CCSS.ELA-Literacy.L.K.5b With guidance and support from adults, explore word relationships and nuances in word meanings. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
6	We Belong	9	The Colors of Us (B)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
6	We Belong	9	The Colors of Us (B)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
6	We Belong	9	The Colors of Us (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
6	We Belong	9	The Colors of Us (B)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
6	We Belong	9	The Colors of Us (B)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
6	We Belong	9	The Colors of Us (B)	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
6	We Belong	9	The Colors of Us (B)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
6	We Belong	9	The Colors of Us (B)	CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
6	We Belong	9	The Colors of Us (B)	CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
6	We Belong	9	The Colors of Us (B)	CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
6	We Belong	9	The Colors of Us (B)	CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6	We Belong	10	The Colors of Us (C)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
6	We Belong	10	The Colors of Us (C)	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
6	We Belong	10	The Colors of Us (C)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

6	We Belong	10	The Colors of Us (C)	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
6	We Belong	10	The Colors of Us (C)	CCSS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
6	We Belong	11	We Belong Wrap-Up	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
6	We Belong	11	We Belong Wrap-Up	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
6	We Belong	11	We Belong Wrap-Up	CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
7	Small Creatures	1	Migrating Monarchs (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
7	Small Creatures	1	Migrating Monarchs (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
7	Small Creatures	1	Migrating Monarchs (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
7	Small Creatures	1	Migrating Monarchs (A)	CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
7	Small Creatures	1	Migrating Monarchs (A)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
7	Small Creatures	1	Migrating Monarchs (A)	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
7	Small Creatures	1	Migrating Monarchs (A)	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
7	Small Creatures	2	Migrating Monarchs (B)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
7	Small Creatures	2	Migrating Monarchs (B)	CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
7	Small Creatures	2	Migrating Monarchs (B)	CCSS.ELA-Literacy.L.K.5b	With guidance and support from adults, explore word relationships and nuances in word meanings. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
7	Small Creatures	2	Migrating Monarchs (B)	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
7	Small Creatures	2	Migrating Monarchs (B)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
7	Small Creatures	2	Migrating Monarchs (B)	CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.

7	Small Creatures	2	Migrating Monarchs	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
7	Small Creatures	2	Migrating Monarchs (B)	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
7	Small Creatures	2	Migrating Monarchs (B)	CCSS.ELA-Literacy.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
7	Small Creatures	3	Migrating Monarchs (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
7	Small Creatures	3	Migrating Monarchs (C)	CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
7	Small Creatures	3	Migrating Monarchs (C)	CCSS.ELA-Literacy.L.K.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
7	Small Creatures	3	Migrating Monarchs (C)	CCSS.ELA-Literacy.L.K.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Recognize and name end punctuation.
7	Small Creatures	3	Migrating Monarchs (C)	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
7	Small Creatures	3	Migrating Monarchs (C)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
7	Small Creatures	3	Migrating Monarchs (C)	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
7	Small Creatures	3	Migrating Monarchs (C)	CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
7	Small Creatures	4	The Lion and the Mouse (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
7	Small Creatures	4	The Lion and the Mouse (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
7	Small Creatures	4	The Lion and the Mouse (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
7	Small Creatures	4	The Lion and the Mouse (A)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
7	Small Creatures	4	The Lion and the Mouse (A)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
7	Small Creatures	4	The Lion and the Mouse (A)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
7	Small Creatures	4	The Lion and the Mouse (A)	CCSS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).

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7	Small Creatures	5	The Lion and the Mouse (B)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
7	Small Creatures	5	The Lion and the Mouse (B)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
7	Small Creatures	5	The Lion and the Mouse (B)	CCSS.ELA-Literacy.L.K.5b With guidance and support from adults, explore word relationships and nuances in word meanings. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
7	Small Creatures	5	The Lion and the Mouse (B)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
7	Small Creatures	5	The Lion and the Mouse (B)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
7	Small Creatures	5	The Lion and the Mouse (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
7	Small Creatures	5	The Lion and the Mouse (B)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
7	Small Creatures	5	The Lion and the Mouse (B)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
7	Small Creatures	5	The Lion and the Mouse (B)	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
7	Small Creatures	5	The Lion and the Mouse (B)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
7	Small Creatures	5	The Lion and the Mouse (B)	CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
7	Small Creatures	5	The Lion and the Mouse (B)	CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
7	Small Creatures	5	The Lion and the Mouse (B)	CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
7	Small Creatures	6	The Lion and the Mouse (C)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
7	Small Creatures	6	The Lion and the Mouse (C)	CCSS.ELA-Literacy.L.K.5b With guidance and support from adults, explore word relationships and nuances in word meanings. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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7	Small Creatures	6	The Lion and the Mouse (C)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
7	Small Creatures	6	The Lion and the Mouse (C)	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
7	Small Creatures	6	The Lion and the Mouse (C)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
7	Small Creatures	6	The Lion and the Mouse (C)	CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.
7	Small Creatures	6	The Lion and the Mouse (C)	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
7	Small Creatures	6	The Lion and the Mouse (C)	CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
7	Small Creatures	6	The Lion and the Mouse (C)	CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
7	Small Creatures	7	Your Choice	N/A Students can use this lesson time to catch up on work from earlier lessons, practice in the Stride Skills Arcade, draw a picture about their favorite story, or reread their favorite book.
7	Small Creatures	8	Insects of the Rain Forest (A)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
7	Small Creatures	8	Insects of the Rain Forest (A)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
7	Small Creatures	8	Insects of the Rain Forest (A)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
7	Small Creatures	8	Insects of the Rain Forest (A)	CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.
7	Small Creatures	8	Insects of the Rain Forest (A)	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.
7	Small Creatures	8	Insects of the Rain Forest (A)	CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
7	Small Creatures	8	Insects of the Rain Forest (A)	CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
7	Small Creatures	9	Insects of the Rain Forest (B)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
7	Small Creatures	9	Insects of the Rain Forest (B)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.

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7	Small Creatures	9	Insects of the Rain Forest (B)	CCSS.ELA-Literacy.L.K.5b With guidance and support from adults, explore word relationships and nuances in word meanings. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
7	Small Creatures	9	Insects of the Rain Forest (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
7	Small Creatures	9	Insects of the Rain Forest (B)	CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.
7	Small Creatures	9	Insects of the Rain Forest (B)	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.
7	Small Creatures	9	Insects of the Rain Forest (B)	CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
7	Small Creatures	9	Insects of the Rain Forest (B)	CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
7	Small Creatures	9	Insects of the Rain Forest (B)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
7	Small Creatures	9	Insects of the Rain Forest (B)	CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
7	Small Creatures	10	Insects of the Rain Forest (C)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
7	Small Creatures	10	Insects of the Rain Forest (C)	CCSS.ELA-Literacy.L.K.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
7	Small Creatures	10	Insects of the Rain Forest (C)	CCSS.ELA-Literacy.L.K.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
7	Small Creatures	10	Insects of the Rain Forest (C)	CCSS.ELA-Literacy.L.K.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Recognize and name end punctuation.
7	Small Creatures	10	Insects of the Rain Forest (C)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
7	Small Creatures	10	Insects of the Rain Forest (C)	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.
7	Small Creatures	10	Insects of the Rain Forest (C)	CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
7	Small Creatures	10	Insects of the Rain Forest (C)	CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
7	Small Creatures	10	Insects of the Rain Forest (C)	CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
7	Small Creatures	11	Small Creatures Wrap-Up	CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

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7	Small Creatures	11	Small Creatures Wrap-Up	CCSS.ELA-Literacy.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
7	Small Creatures	11	Small Creatures Wrap-Up	CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
8	What's Your Name?	1	Your Name Is a Song (A)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
8	What's Your Name?	1	Your Name Is a Song (A)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
8	What's Your Name?	1	Your Name Is a Song (A)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
8	What's Your Name?	1	Your Name Is a Song (A)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
8	What's Your Name?	1	Your Name Is a Song (A)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
8	What's Your Name?	1	Your Name Is a Song (A)	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
8	What's Your Name?	1	Your Name Is a Song (A)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
8	What's Your Name?	1	Your Name Is a Song (A)	CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
8	What's Your Name?	1	Your Name Is a Song (A)	CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
8	What's Your Name?	2	Your Name Is a Song (B)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
8	What's Your Name?	2	Your Name Is a Song (B)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
8	What's Your Name?	2	Your Name Is a Song (B)	CCSS.ELA-Literacy.L.K.5b With guidance and support from adults, explore word relationships and nuances in word meanings. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
8	What's Your Name?	2	Your Name Is a Song (B)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
8	What's Your Name?	2	Your Name Is a Song (B)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
8	What's Your Name?	2	Your Name Is a Song (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.

8	What's Your Name?	2	Your Name Is a Song (A)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
8	What's Your Name?	2	Your Name Is a Song (B)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
8	What's Your Name?	2	Your Name Is a Song (B)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
8	What's Your Name?	2	Your Name Is a Song (B)	CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
8	What's Your Name?	2	Your Name Is a Song (B)	CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
8	What's Your Name?	2	Your Name Is a Song (B)	CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
8	What's Your Name?	3	Your Name Is a Song (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
8	What's Your Name?	3	Your Name Is a Song (C)	CCSS.ELA-Literacy.L.K.5b	With guidance and support from adults, explore word relationships and nuances in word meanings. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
8	What's Your Name?	3	Your Name Is a Song (C)	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
8	What's Your Name?	3	Your Name Is a Song (C)	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
8	What's Your Name?	3	Your Name Is a Song (C)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
8	What's Your Name?	3	Your Name Is a Song (C)	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
8	What's Your Name?	3	Your Name Is a Song (C)	CCSS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
8	What's Your Name?	4	Your Choice	N/A	Students can use this lesson time to catch up on work from earlier lessons, practice in the Stride Skills Arcade, draw a picture about their favorite story, or reread their favorite book.
8	What's Your Name?	5	Alma and How She Got Her Name (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
8	What's Your Name?	5	Alma and How She Got Her Name (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
8	What's Your Name?	5	Alma and How She Got Her Name (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.

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8	What's Your Name?	5	Alma and How She Got Her Name (A)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
8	What's Your Name?	5	Alma and How She Got Her Name (A)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
8	What's Your Name?	5	Alma and How She Got Her Name (A)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
8	What's Your Name?	5	Alma and How She Got Her Name (A)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
8	What's Your Name?	6	Alma and How She Got Her Name (B)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
8	What's Your Name?	6	Alma and How She Got Her Name (B)	CCSS.ELA-Literacy.L.K.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
8	What's Your Name?	6	Alma and How She Got Her Name (B)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
8	What's Your Name?	6	Alma and How She Got Her Name (B)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
8	What's Your Name?	6	Alma and How She Got Her Name (B)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
8	What's Your Name?	6	Alma and How She Got Her Name (B)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
8	What's Your Name?	6	Alma and How She Got Her Name (B)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
8	What's Your Name?	6	Alma and How She Got Her Name (B)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
8	What's Your Name?	6	Alma and How She Got Her Name (B)	CCSS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
8	What's Your Name?	7	Alma and How She Got Her Name (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
8	What's Your Name?	7	Alma and How She Got Her Name (C)	CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
8	What's Your Name?	7	Alma and How She Got Her Name (C)	CCSS.ELA-Literacy.L.K.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
8	What's Your Name?	7	Alma and How She Got Her Name (C)	CCSS.ELA-Literacy.L.K.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand simple sentences in shared language activities.

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8	What's Your Name?	7	Alma and How She Got Her Name (C)	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
8	What's Your Name?	7	Alma and How She Got Her Name (C)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
8	What's Your Name?	7	Alma and How She Got Her Name (C)	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
8	What's Your Name?	7	Alma and How She Got Her Name (C)	CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
8	What's Your Name?	8	Lalo Wants a Real Name (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
8	What's Your Name?	8	Lalo Wants a Real Name (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
8	What's Your Name?	8	Lalo Wants a Real Name (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
8	What's Your Name?	8	Lalo Wants a Real Name (A)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
8	What's Your Name?	8	Lalo Wants a Real Name (A)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
8	What's Your Name?	8	Lalo Wants a Real Name (A)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
8	What's Your Name?	8	Lalo Wants a Real Name (A)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
8	What's Your Name?	9	Lalo Wants a Real Name (B)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
8	What's Your Name?	9	Lalo Wants a Real Name (B)	CCSS.ELA-Literacy.L.K.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
8	What's Your Name?	9	Lalo Wants a Real Name (B)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
8	What's Your Name?	9	Lalo Wants a Real Name (B)	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
8	What's Your Name?	9	Lalo Wants a Real Name (B)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
8	What's Your Name?	9	Lalo Wants a Real Name (B)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
8	What's Your Name?	9	Lalo Wants a Real Name (B)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.

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8	What's Your Name?	9	Lalo Wants a Real Name (B)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
8	What's Your Name?	9	Lalo Wants a Real Name (B)	CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
8	What's Your Name?	9	Lalo Wants a Real Name (B)	CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
8	What's Your Name?	9	Lalo Wants a Real Name (B)	CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
8	What's Your Name?	10	Lalo Wants a Real Name (C)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
8	What's Your Name?	10	Lalo Wants a Real Name (C)	CCSS.ELA-Literacy.L.K.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
8	What's Your Name?	10	Lalo Wants a Real Name (C)	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
8	What's Your Name?	10	Lalo Wants a Real Name (C)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
8	What's Your Name?	10	Lalo Wants a Real Name (C)	CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.
8	What's Your Name?	10	Lalo Wants a Real Name (C)	CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
8	What's Your Name?	11	What's Your Name? Wrap-Up	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
8	What's Your Name?	11	What's Your Name? Wrap-Up	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
8	What's Your Name?	11	What's Your Name? Wrap-Up	CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
9	Important Tales	1	A Story, a Story (A)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
9	Important Tales	1	A Story, a Story (A)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
9	Important Tales	1	A Story, a Story (A)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
9	Important Tales	1	A Story, a Story (A)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
9	Important Tales	1	A Story, a Story (A)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

9	Important Tales	1	A Story, a Story (A)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
9	Important Tales	1	A Story, a Story (A)	CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
9	Important Tales	1	A Story, a Story (A)	CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
9	Important Tales	2	A Story, a Story (B)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
9	Important Tales	2	A Story, a Story (B)	CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
9	Important Tales	2	A Story, a Story (B)	CCSS.ELA-Literacy.L.K.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
9	Important Tales	2	A Story, a Story (B)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
9	Important Tales	2	A Story, a Story (B)	CCSS.ELA-Literacy.L.K.5d	With guidance and support from adults, explore word relationships and nuances in word meanings. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
9	Important Tales	2	A Story, a Story (B)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
9	Important Tales	2	A Story, a Story (B)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
9	Important Tales	2	A Story, a Story (B)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
9	Important Tales	2	A Story, a Story (B)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
9	Important Tales	2	A Story, a Story (B)	CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
9	Important Tales	3	A Story, a Story (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
9	Important Tales	3	A Story, a Story (C)	CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.

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9	Important Tales	3	A Story, a Story (C)	CCSS.ELA-Literacy.L.K.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
9	Important Tales	3	A Story, a Story (C)	CCSS.ELA-Literacy.L.K.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
9	Important Tales	3	A Story, a Story (C)	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
9	Important Tales	3	A Story, a Story (C)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
9	Important Tales	3	A Story, a Story (C)	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
9	Important Tales	3	A Story, a Story (C)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
9	Important Tales	3	A Story, a Story (C)	CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
9	Important Tales	4	Spider and Turtle and Good Manners (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
9	Important Tales	4	Spider and Turtle and Good Manners (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
9	Important Tales	4	Spider and Turtle and Good Manners (A)	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
9	Important Tales	4	Spider and Turtle and Good Manners (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
9	Important Tales	4	Spider and Turtle and Good Manners (A)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
9	Important Tales	4	Spider and Turtle and Good Manners (A)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
9	Important Tales	4	Spider and Turtle and Good Manners (A)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
9	Important Tales	4	Spider and Turtle and Good Manners (A)	CCSS.ELA-Literacy.SL.K.1a	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
9	Important Tales	4	Spider and Turtle and Good Manners (A)	CCSS.ELA-Literacy.SL.K.1b	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Continue a conversation through multiple exchanges.

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9	Important Tales	5	Spider and Turtle and Good Manners (B) CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
9	Important Tales	5	Spider and Turtle and Good Manners (B) CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
9	Important Tales	5	Spider and Turtle and Good Manners (B) CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
9	Important Tales	5	Spider and Turtle and Good Manners (B) CCSS.ELA-Literacy.L.K.5d	With guidance and support from adults, explore word relationships and nuances in word meanings. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
9	Important Tales	5	Spider and Turtle and Good Manners (B) CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
9	Important Tales	5	Spider and Turtle and Good Manners (B) CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
9	Important Tales	5	Spider and Turtle and Good Manners (B) CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
9	Important Tales	5	Spider and Turtle and Good Manners (B) CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
9	Important Tales	5	Spider and Turtle and Good Manners (B) CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
9	Important Tales	5	Spider and Turtle and Good Manners (B) CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
9	Important Tales	5	Spider and Turtle and Good Manners (B) CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
9	Important Tales	5	Spider and Turtle and Good Manners (B) CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
9	Important Tales	5	Spider and Turtle and Good Manners (B) CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
9	Important Tales	6	Spider and Turtle and Good Manners (C) CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
9	Important Tales	6	Spider and Turtle and Good Manners (C) CCSS.ELA-Literacy.L.K.5d	With guidance and support from adults, explore word relationships and nuances in word meanings. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

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9	Important Tales	6	Spider and Turtle and Good Manners (C)	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
9	Important Tales	6	Spider and Turtle and Good Manners (C)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
9	Important Tales	6	Spider and Turtle and Good Manners (C)	CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.
9	Important Tales	6	Spider and Turtle and Good Manners (C)	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
9	Important Tales	6	Spider and Turtle and Good Manners (C)	CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
9	Important Tales	7	Your Choice	N/A Students can use this lesson time to catch up on work from earlier lessons, practice in the Stride Skills Arcade, draw a picture about their favorite story, or reread their favorite book.
9	Important Tales	8	The Foolish Rabbit (A)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
9	Important Tales	8	The Foolish Rabbit (A)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
9	Important Tales	8	The Foolish Rabbit (A)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
9	Important Tales	8	The Foolish Rabbit (A)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
9	Important Tales	8	The Foolish Rabbit (A)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
9	Important Tales	8	The Foolish Rabbit (A)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
9	Important Tales	8	The Foolish Rabbit (A)	CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
9	Important Tales	9	The Foolish Rabbit (B)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
9	Important Tales	9	The Foolish Rabbit (B)	CCSS.ELA-Literacy.L.K.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
9	Important Tales	9	The Foolish Rabbit (B)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
9	Important Tales	9	The Foolish Rabbit (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.

9	Important Tales	9	The Foolish Rabbit (A)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
9	Important Tales	9	The Foolish Rabbit (B)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
9	Important Tales	9	The Foolish Rabbit (B)	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
9	Important Tales	9	The Foolish Rabbit (B)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
9	Important Tales	9	The Foolish Rabbit (B)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
9	Important Tales	10	The Foolish Rabbit (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
9	Important Tales	10	The Foolish Rabbit (C)	CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
9	Important Tales	10	The Foolish Rabbit (C)	CCSS.ELA-Literacy.L.K.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
9	Important Tales	10	The Foolish Rabbit (C)	CCSS.ELA-Literacy.L.K.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
9	Important Tales	10	The Foolish Rabbit (C)	CCSS.ELA-Literacy.L.K.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Recognize and name end punctuation.
9	Important Tales	10	The Foolish Rabbit (C)	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
9	Important Tales	10	The Foolish Rabbit (C)	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
9	Important Tales	10	The Foolish Rabbit (C)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
9	Important Tales	11	The Story of Chicken Little (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
9	Important Tales	11	The Story of Chicken Little (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
9	Important Tales	11	The Story of Chicken Little (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
9	Important Tales	11	The Story of Chicken Little (A)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.

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9	Important Tales	11	The Story of Chicken Little (A) CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
9	Important Tales	11	The Story of Chicken Little (A) CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
9	Important Tales	12	The Story of Chicken Little (B) CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
9	Important Tales	12	The Story of Chicken Little (B) CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
9	Important Tales	12	The Story of Chicken Little (B) CCSS.ELA-Literacy.L.K.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
9	Important Tales	12	The Story of Chicken Little (B) CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
9	Important Tales	12	The Story of Chicken Little (B) CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
9	Important Tales	12	The Story of Chicken Little (B) CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
9	Important Tales	12	The Story of Chicken Little (B) CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
9	Important Tales	12	The Story of Chicken Little (B) CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
9	Important Tales	12	The Story of Chicken Little (B) CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
9	Important Tales	12	The Story of Chicken Little (B) CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
9	Important Tales	12	The Story of Chicken Little (B) CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
9	Important Tales	12	The Story of Chicken Little (B) CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
9	Important Tales	13	The Story of Chicken Little (C) CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
9	Important Tales	13	The Story of Chicken Little (C) CCSS.ELA-Literacy.L.K.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

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9	Important Tales	13	The Story of Chicken Little (C)	CCSS.ELA-Literacy.L.K.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
9	Important Tales	13	The Story of Chicken Little (C)	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
9	Important Tales	13	The Story of Chicken Little (C)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
9	Important Tales	13	The Story of Chicken Little (C)	CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.
9	Important Tales	13	The Story of Chicken Little (C)	CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
9	Important Tales	13	The Story of Chicken Little (C)	CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
9	Important Tales	14	Important Tales Wrap-Up	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
9	Important Tales	14	Important Tales Wrap-Up	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
9	Important Tales	14	Important Tales Wrap-Up	CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
9	Important Tales	14	Important Tales Wrap-Up	CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
10	Midyear Reflect, Review, and Read	1	Midyear Reflect, Review, and Read	CCSS.ELA-Literacy.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
10	Midyear Reflect, Review, and Read	1	Midyear Reflect, Review, and Read	CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
10	Midyear Reflect, Review, and Read	2	Your Choice	N/A Students can use this lesson time to catch up on work from earlier lessons, practice in the Stride Skills Arcade, draw a picture about their favorite story, or reread their favorite book.
11	Amazing Animals	1	Go, Kangaroos, Go! (A)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
11	Amazing Animals	1	Go, Kangaroos, Go! (A)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
11	Amazing Animals	1	Go, Kangaroos, Go! (A)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
11	Amazing Animals	1	Go, Kangaroos, Go! (A)	CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.
11	Amazing Animals	1	Go, Kangaroos, Go! (A)	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.

11	Amazing Animals	1	Go, Kangaroos, Go!	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
11	Amazing Animals	1	Go, Kangaroos, Go! (A)	CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
11	Amazing Animals	2	Go, Kangaroos, Go! (B)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
11	Amazing Animals	2	Go, Kangaroos, Go! (B)	CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
11	Amazing Animals	2	Go, Kangaroos, Go! (B)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
11	Amazing Animals	2	Go, Kangaroos, Go! (B)	CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
11	Amazing Animals	2	Go, Kangaroos, Go! (B)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
11	Amazing Animals	2	Go, Kangaroos, Go! (B)	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
11	Amazing Animals	3	Go, Kangaroos, Go! (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
11	Amazing Animals	3	Go, Kangaroos, Go! (C)	CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
11	Amazing Animals	3	Go, Kangaroos, Go! (C)	CCSS.ELA-Literacy.L.K.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
11	Amazing Animals	3	Go, Kangaroos, Go! (C)	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
11	Amazing Animals	3	Go, Kangaroos, Go! (C)	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
11	Amazing Animals	3	Go, Kangaroos, Go! (C)	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
11	Amazing Animals	3	Go, Kangaroos, Go! (C)	CCSS.ELA-Literacy.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
11	Amazing Animals	4	Rare and Wonderful Pandas (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.

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11	Amazing Animals	4	Rare and Wonderful Pandas (A)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
11	Amazing Animals	4	Rare and Wonderful Pandas (A)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
11	Amazing Animals	4	Rare and Wonderful Pandas (A)	CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.
11	Amazing Animals	4	Rare and Wonderful Pandas (A)	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.
11	Amazing Animals	4	Rare and Wonderful Pandas (A)	CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
11	Amazing Animals	4	Rare and Wonderful Pandas (A)	CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
11	Amazing Animals	5	Rare and Wonderful Pandas (B)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
11	Amazing Animals	5	Rare and Wonderful Pandas (B)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
11	Amazing Animals	5	Rare and Wonderful Pandas (B)	CCSS.ELA-Literacy.L.K.5a With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
11	Amazing Animals	5	Rare and Wonderful Pandas (B)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
11	Amazing Animals	5	Rare and Wonderful Pandas (B)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
11	Amazing Animals	5	Rare and Wonderful Pandas (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
11	Amazing Animals	5	Rare and Wonderful Pandas (B)	CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.
11	Amazing Animals	5	Rare and Wonderful Pandas (B)	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.
11	Amazing Animals	5	Rare and Wonderful Pandas (B)	CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
11	Amazing Animals	5	Rare and Wonderful Pandas (B)	CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
11	Amazing Animals	5	Rare and Wonderful Pandas (B)	CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
11	Amazing Animals	5	Rare and Wonderful Pandas (B)	CCSS.ELA-Literacy.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

11	Amazing Animals	5	Rare and Wonderful Pandas (B)	CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
11	Amazing Animals	5	Rare and Wonderful Pandas (B)	CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
11	Amazing Animals	5	Rare and Wonderful Pandas (B)	CCSS.ELA-Literacy.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
11	Amazing Animals	5	Rare and Wonderful Pandas (B)	CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
11	Amazing Animals	6	Rare and Wonderful Pandas (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
11	Amazing Animals	6	Rare and Wonderful Pandas (C)	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
11	Amazing Animals	6	Rare and Wonderful Pandas (C)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
11	Amazing Animals	6	Rare and Wonderful Pandas (C)	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
11	Amazing Animals	6	Rare and Wonderful Pandas (C)	CCSS.ELA-Literacy.RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
11	Amazing Animals	6	Rare and Wonderful Pandas (C)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
11	Amazing Animals	6	Rare and Wonderful Pandas (C)	CCSS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
11	Amazing Animals	7	Your Choice	N/A	Students can use this lesson time to catch up on work from earlier lessons, practice in the Stride Skills Arcade, draw a picture about their favorite story, or reread their favorite book.
11	Amazing Animals	8	The Animals Would Not Sleep! (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
11	Amazing Animals	8	The Animals Would Not Sleep! (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
11	Amazing Animals	8	The Animals Would Not Sleep! (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
11	Amazing Animals	8	The Animals Would Not Sleep! (A)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
11	Amazing Animals	8	The Animals Would Not Sleep! (A)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
11	Amazing Animals	8	The Animals Would Not Sleep! (A)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.

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11	Amazing Animals	9	The Animals Would Not Sleep! (B)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
11	Amazing Animals	9	The Animals Would Not Sleep! (B)	CCSS.ELA-Literacy.L.K.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
11	Amazing Animals	9	The Animals Would Not Sleep! (B)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
11	Amazing Animals	9	The Animals Would Not Sleep! (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
11	Amazing Animals	9	The Animals Would Not Sleep! (B)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
11	Amazing Animals	9	The Animals Would Not Sleep! (B)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
11	Amazing Animals	9	The Animals Would Not Sleep! (B)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
11	Amazing Animals	10	The Animals Would Not Sleep! (C)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
11	Amazing Animals	10	The Animals Would Not Sleep! (C)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
11	Amazing Animals	10	The Animals Would Not Sleep! (C)	CCSS.ELA-Literacy.L.K.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
11	Amazing Animals	10	The Animals Would Not Sleep! (C)	CCSS.ELA-Literacy.L.K.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
11	Amazing Animals	10	The Animals Would Not Sleep! (C)	CCSS.ELA-Literacy.L.K.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
11	Amazing Animals	10	The Animals Would Not Sleep! (C)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
11	Amazing Animals	10	The Animals Would Not Sleep! (C)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
11	Amazing Animals	10	The Animals Would Not Sleep! (C)	CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.
11	Amazing Animals	10	The Animals Would Not Sleep! (C)	CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

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11	Amazing Animals	10	The Animals Would Not Sleep! (C)	CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
11	Amazing Animals	11	Amazing Animals Wrap-Up	CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
11	Amazing Animals	11	Amazing Animals Wrap-Up	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
11	Amazing Animals	11	Amazing Animals Wrap-Up	CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
12	Friendship	1	A Friend for Henry (A)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
12	Friendship	1	A Friend for Henry (A)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
12	Friendship	1	A Friend for Henry (A)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
12	Friendship	1	A Friend for Henry (A)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
12	Friendship	1	A Friend for Henry (A)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
12	Friendship	1	A Friend for Henry (A)	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
12	Friendship	1	A Friend for Henry (A)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
12	Friendship	2	A Friend for Henry (B)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
12	Friendship	2	A Friend for Henry (B)	CCSS.ELA-Literacy.L.K.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
12	Friendship	2	A Friend for Henry (B)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
12	Friendship	2	A Friend for Henry (B)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
12	Friendship	2	A Friend for Henry (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
12	Friendship	2	A Friend for Henry (B)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
12	Friendship	2	A Friend for Henry (B)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

12	Friendship	2	A Friend for Henry (A)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
12	Friendship	2	A Friend for Henry (B)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
12	Friendship	2	A Friend for Henry (B)	CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
12	Friendship	2	A Friend for Henry (B)	CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
12	Friendship	2	A Friend for Henry (B)	CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
12	Friendship	2	A Friend for Henry (B)	CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
12	Friendship	3	A Friend for Henry (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
12	Friendship	3	A Friend for Henry (C)	CCSS.ELA-Literacy.L.K.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
12	Friendship	3	A Friend for Henry (C)	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
12	Friendship	3	A Friend for Henry (C)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
12	Friendship	3	A Friend for Henry (C)	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
12	Friendship	3	A Friend for Henry (C)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
12	Friendship	3	A Friend for Henry (C)	CCSS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
12	Friendship	4	Circle (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
12	Friendship	4	Circle (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
12	Friendship	4	Circle (A)	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
12	Friendship	4	Circle (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.

12	Friendship	4	Circle (A)	Attachment 28 - ACAD	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
12	Friendship	4	Circle (A)		CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
12	Friendship	4	Circle (A)		CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
12	Friendship	4	Circle (A)		CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
12	Friendship	4	Circle (A)		CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
12	Friendship	5	Circle (B)		CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
12	Friendship	5	Circle (B)		CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
12	Friendship	5	Circle (B)		CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
12	Friendship	5	Circle (B)		CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
12	Friendship	5	Circle (B)		CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
12	Friendship	5	Circle (B)		CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
12	Friendship	5	Circle (B)		CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
12	Friendship	6	Circle (C)		CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
12	Friendship	6	Circle (C)		CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
12	Friendship	6	Circle (C)		CCSS.ELA-Literacy.L.K.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
12	Friendship	6	Circle (C)		CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
12	Friendship	6	Circle (C)		CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
12	Friendship	6	Circle (C)		CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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12	Friendship	6	Circle (C)	CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
12	Friendship	7	Your Choice	N/A Students can use this lesson time to catch up on work from earlier lessons, practice in the Stride Skills Arcade, draw a picture about their favorite story, or reread their favorite book.
12	Friendship	8	The Color Collector (A)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
12	Friendship	8	The Color Collector (A)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
12	Friendship	8	The Color Collector (A)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
12	Friendship	8	The Color Collector (A)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
12	Friendship	8	The Color Collector (A)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
12	Friendship	8	The Color Collector (A)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
12	Friendship	8	The Color Collector (A)	CCSS.ELA-Literacy.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
12	Friendship	9	The Color Collector (B)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
12	Friendship	9	The Color Collector (B)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
12	Friendship	9	The Color Collector (B)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
12	Friendship	9	The Color Collector (B)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
12	Friendship	9	The Color Collector (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
12	Friendship	9	The Color Collector (B)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
12	Friendship	9	The Color Collector (B)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
12	Friendship	9	The Color Collector (B)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
12	Friendship	9	The Color Collector (B)	CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

12	Friendship	9	The Color Collector (A)	CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
12	Friendship	9	The Color Collector (B)	CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
12	Friendship	9	The Color Collector (B)	CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
12	Friendship	9	The Color Collector (B)	CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
12	Friendship	10	The Color Collector (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
12	Friendship	10	The Color Collector (C)	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
12	Friendship	10	The Color Collector (C)	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
12	Friendship	10	The Color Collector (C)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
12	Friendship	10	The Color Collector (C)	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
12	Friendship	10	The Color Collector (C)	CCSS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
12	Friendship	11	Friendship Wrap-Up	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
12	Friendship	11	Friendship Wrap-Up	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
12	Friendship	11	Friendship Wrap-Up	CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
13	Grow!	1	Planting a Rainbow (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
13	Grow!	1	Planting a Rainbow (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
13	Grow!	1	Planting a Rainbow (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
13	Grow!	1	Planting a Rainbow (A)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
13	Grow!	1	Planting a Rainbow (A)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
13	Grow!	1	Planting a Rainbow (A)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.

13	Grow!	1	Planting a Rainbow	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
13	Grow!	2	Planting a Rainbow (B)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
13	Grow!	2	Planting a Rainbow (B)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
13	Grow!	2	Planting a Rainbow (B)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
13	Grow!	2	Planting a Rainbow (B)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
13	Grow!	2	Planting a Rainbow (B)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
13	Grow!	2	Planting a Rainbow (B)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
13	Grow!	2	Planting a Rainbow (B)	CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
13	Grow!	3	Planting a Rainbow (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
13	Grow!	3	Planting a Rainbow (C)	CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
13	Grow!	3	Planting a Rainbow (C)	CCSS.ELA-Literacy.L.K.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
13	Grow!	3	Planting a Rainbow (C)	CCSS.ELA-Literacy.L.K.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
13	Grow!	3	Planting a Rainbow (C)	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
13	Grow!	3	Planting a Rainbow (C)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
13	Grow!	3	Planting a Rainbow (C)	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
13	Grow!	3	Planting a Rainbow (C)	CCSS.ELA-Literacy.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

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13	Grow!	4	Lola Plants a Garden (A)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
13	Grow!	4	Lola Plants a Garden (A)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
13	Grow!	4	Lola Plants a Garden (A)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
13	Grow!	4	Lola Plants a Garden (A)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
13	Grow!	4	Lola Plants a Garden (A)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
13	Grow!	4	Lola Plants a Garden (A)	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
13	Grow!	4	Lola Plants a Garden (A)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
13	Grow!	5	Lola Plants a Garden (B)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
13	Grow!	5	Lola Plants a Garden (B)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
13	Grow!	5	Lola Plants a Garden (B)	CCSS.ELA-Literacy.L.K.5a With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
13	Grow!	5	Lola Plants a Garden (B)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
13	Grow!	5	Lola Plants a Garden (B)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
13	Grow!	5	Lola Plants a Garden (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
13	Grow!	5	Lola Plants a Garden (B)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
13	Grow!	5	Lola Plants a Garden (B)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
13	Grow!	5	Lola Plants a Garden (B)	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
13	Grow!	5	Lola Plants a Garden (B)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
13	Grow!	5	Lola Plants a Garden (B)	CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

13	Grow!	5	Lola Plants a Garden (A)	CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
13	Grow!	5	Lola Plants a Garden (B)	CCSS.ELA-Literacy.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
13	Grow!	5	Lola Plants a Garden (B)	CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
13	Grow!	6	Lola Plants a Garden (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
13	Grow!	6	Lola Plants a Garden (C)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
13	Grow!	6	Lola Plants a Garden (C)	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
13	Grow!	6	Lola Plants a Garden (C)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
13	Grow!	6	Lola Plants a Garden (C)	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
13	Grow!	6	Lola Plants a Garden (C)	CCSS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
13	Grow!	6	Lola Plants a Garden (C)	CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
13	Grow!	6	Lola Plants a Garden (C)	CCSS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
13	Grow!	7	Your Choice	N/A	Students can use this lesson time to catch up on work from earlier lessons, practice in the Stride Skills Arcade, draw a picture about their favorite story, or reread their favorite book.
13	Grow!	8	Let It Grow (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
13	Grow!	8	Let It Grow (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
13	Grow!	8	Let It Grow (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
13	Grow!	8	Let It Grow (A)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
13	Grow!	8	Let It Grow (A)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.

13	Grow!	8	Let It Grow (A)	Attachment 28 - ACAD	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
13	Grow!	8	Let It Grow (A)		CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
13	Grow!	9	Let It Grow (B)		CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
13	Grow!	9	Let It Grow (B)		CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
13	Grow!	9	Let It Grow (B)		CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
13	Grow!	9	Let It Grow (B)		CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
13	Grow!	9	Let It Grow (B)		CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
13	Grow!	9	Let It Grow (B)		CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
13	Grow!	9	Let It Grow (B)		CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
13	Grow!	9	Let It Grow (B)		CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
13	Grow!	10	Let It Grow (C)		CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
13	Grow!	10	Let It Grow (C)		CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
13	Grow!	10	Let It Grow (C)		CCSS.ELA-Literacy.L.K.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
13	Grow!	10	Let It Grow (C)		CCSS.ELA-Literacy.L.K.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
13	Grow!	10	Let It Grow (C)		CCSS.ELA-Literacy.L.K.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
13	Grow!	10	Let It Grow (C)		CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts

13	Grow!	10	Let It Grow (C)	Attachment 28 - ACAD	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
13	Grow!	10	Let It Grow (C)		CCSS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
13	Grow!	10	Let It Grow (C)		CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
13	Grow!	11	Grow! Wrap-Up		CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
13	Grow!	11	Grow! Wrap-Up		CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
13	Grow!	11	Grow! Wrap-Up		CCSS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
14	Our Earth Is Awesome	1	The Grand Canyon (A)		CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
14	Our Earth Is Awesome	1	The Grand Canyon (A)		CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
14	Our Earth Is Awesome	1	The Grand Canyon (A)		CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
14	Our Earth Is Awesome	1	The Grand Canyon (A)		CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
14	Our Earth Is Awesome	1	The Grand Canyon (A)		CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
14	Our Earth Is Awesome	1	The Grand Canyon (A)		CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
14	Our Earth Is Awesome	2	The Grand Canyon (B)		CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
14	Our Earth Is Awesome	2	The Grand Canyon (B)		CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
14	Our Earth Is Awesome	2	The Grand Canyon (B)		CCSS.ELA-Literacy.L.K.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
14	Our Earth Is Awesome	2	The Grand Canyon (B)		CCSS.ELA-Literacy.L.K.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
14	Our Earth Is Awesome	2	The Grand Canyon (B)		CCSS.ELA-Literacy.L.K.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.

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14	Our Earth Is Awesome	2	The Grand Canyon (B)	CCSS.ELA-Literacy.L.K.5a With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
14	Our Earth Is Awesome	2	The Grand Canyon (B)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
14	Our Earth Is Awesome	2	The Grand Canyon (B)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
14	Our Earth Is Awesome	2	The Grand Canyon (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
14	Our Earth Is Awesome	2	The Grand Canyon (B)	CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.
14	Our Earth Is Awesome	2	The Grand Canyon (B)	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.
14	Our Earth Is Awesome	2	The Grand Canyon (B)	CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
14	Our Earth Is Awesome	2	The Grand Canyon (B)	CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
14	Our Earth Is Awesome	2	The Grand Canyon (B)	CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
14	Our Earth Is Awesome	2	The Grand Canyon (B)	CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
14	Our Earth Is Awesome	3	The Grand Canyon (C)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
14	Our Earth Is Awesome	3	The Grand Canyon (C)	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
14	Our Earth Is Awesome	3	The Grand Canyon (C)	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.
14	Our Earth Is Awesome	3	The Grand Canyon (C)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
14	Our Earth Is Awesome	3	The Grand Canyon (C)	CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
14	Our Earth Is Awesome	3	The Grand Canyon (C)	CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
14	Our Earth Is Awesome	4	Lousy Litter (A)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
14	Our Earth Is Awesome	4	Lousy Litter (A)	CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.

14	Our Earth Is Awesome	4	Lousy Litter (A)	Attachment 28 - ACAD	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
14	Our Earth Is Awesome	4	Lousy Litter (A)		CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
14	Our Earth Is Awesome	4	Lousy Litter (A)		CCSS.ELA-Literacy.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
14	Our Earth Is Awesome	4	Lousy Litter (A)		CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
14	Our Earth Is Awesome	5	Lousy Litter (B)		CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
14	Our Earth Is Awesome	5	Lousy Litter (B)		CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
14	Our Earth Is Awesome	5	Lousy Litter (B)		CCSS.ELA-Literacy.L.K.5d	With guidance and support from adults, explore word relationships and nuances in word meanings. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
14	Our Earth Is Awesome	5	Lousy Litter (B)		CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
14	Our Earth Is Awesome	5	Lousy Litter (B)		CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
14	Our Earth Is Awesome	5	Lousy Litter (B)		CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
14	Our Earth Is Awesome	5	Lousy Litter (B)		CCSS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
14	Our Earth Is Awesome	5	Lousy Litter (B)		CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
14	Our Earth Is Awesome	5	Lousy Litter (B)		CCSS.ELA-Literacy.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
14	Our Earth Is Awesome	6	Lousy Litter (C)		CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
14	Our Earth Is Awesome	6	Lousy Litter (C)		CCSS.ELA-Literacy.L.K.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
14	Our Earth Is Awesome	6	Lousy Litter (C)		CCSS.ELA-Literacy.L.K.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
14	Our Earth Is Awesome	6	Lousy Litter (C)		CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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14	Our Earth Is Awesome	6	Lousy Litter (C)	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
14	Our Earth Is Awesome	6	Lousy Litter (C)	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.
14	Our Earth Is Awesome	6	Lousy Litter (C)	CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
14	Our Earth Is Awesome	6	Lousy Litter (C)	CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
14	Our Earth Is Awesome	6	Lousy Litter (C)	CCSS.ELA-Literacy.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
14	Our Earth Is Awesome	6	Lousy Litter (C)	CCSS.ELA-Literacy.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
14	Our Earth Is Awesome	7	Your Choice	N/A Students can use this lesson time to catch up on work from earlier lessons, practice in the Stride Skills Arcade, draw a picture about their favorite story, or reread their favorite book.
14	Our Earth Is Awesome	8	We Are Water Protectors (A)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
14	Our Earth Is Awesome	8	We Are Water Protectors (A)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
14	Our Earth Is Awesome	8	We Are Water Protectors (A)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
14	Our Earth Is Awesome	8	We Are Water Protectors (A)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
14	Our Earth Is Awesome	8	We Are Water Protectors (A)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
14	Our Earth Is Awesome	8	We Are Water Protectors (A)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
14	Our Earth Is Awesome	9	We Are Water Protectors (B)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
14	Our Earth Is Awesome	9	We Are Water Protectors (B)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
14	Our Earth Is Awesome	9	We Are Water Protectors (B)	CCSS.ELA-Literacy.L.K.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.

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14	Our Earth Is Awesome	9	We Are Water Protectors (B)	CCSS.ELA-Literacy.L.K.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
14	Our Earth Is Awesome	9	We Are Water Protectors (B)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
14	Our Earth Is Awesome	9	We Are Water Protectors (B)	CCSS.ELA-Literacy.L.K.5d With guidance and support from adults, explore word relationships and nuances in word meanings. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
14	Our Earth Is Awesome	9	We Are Water Protectors (B)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
14	Our Earth Is Awesome	9	We Are Water Protectors (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
14	Our Earth Is Awesome	9	We Are Water Protectors (B)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
14	Our Earth Is Awesome	9	We Are Water Protectors (B)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
14	Our Earth Is Awesome	9	We Are Water Protectors (B)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
14	Our Earth Is Awesome	9	We Are Water Protectors (B)	CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
14	Our Earth Is Awesome	9	We Are Water Protectors (B)	CCSS.ELA-Literacy.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
14	Our Earth Is Awesome	10	We Are Water Protectors (C)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
14	Our Earth Is Awesome	10	We Are Water Protectors (C)	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
14	Our Earth Is Awesome	10	We Are Water Protectors (C)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
14	Our Earth Is Awesome	10	We Are Water Protectors (C)	CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.
14	Our Earth Is Awesome	10	We Are Water Protectors (C)	CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
14	Our Earth Is Awesome	11	Recycling Is Smart (A)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
14	Our Earth Is Awesome	11	Recycling Is Smart (A)	CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.

14	Our Earth Is Awesome	11	Recycling Is Smart (A)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
14	Our Earth Is Awesome	11	Recycling Is Smart (A)	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
14	Our Earth Is Awesome	11	Recycling Is Smart (A)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
14	Our Earth Is Awesome	12	Recycling Is Smart (B)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
14	Our Earth Is Awesome	12	Recycling Is Smart (B)	CCSS.ELA-Literacy.L.K.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
14	Our Earth Is Awesome	12	Recycling Is Smart (B)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
14	Our Earth Is Awesome	12	Recycling Is Smart (B)	CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
14	Our Earth Is Awesome	12	Recycling Is Smart (B)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
14	Our Earth Is Awesome	12	Recycling Is Smart (B)	CCSS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
14	Our Earth Is Awesome	12	Recycling Is Smart (B)	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
14	Our Earth Is Awesome	13	Recycling Is Smart (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
14	Our Earth Is Awesome	13	Recycling Is Smart (C)	CCSS.ELA-Literacy.L.K.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
14	Our Earth Is Awesome	13	Recycling Is Smart (C)	CCSS.ELA-Literacy.L.K.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
14	Our Earth Is Awesome	13	Recycling Is Smart (C)	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
14	Our Earth Is Awesome	13	Recycling Is Smart (C)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
14	Our Earth Is Awesome	13	Recycling Is Smart (C)	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
14	Our Earth Is Awesome	13	Recycling Is Smart (C)	CCSS.ELA-Literacy.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
14	Our Earth Is Awesome	13	Recycling Is Smart (C)	CCSS.ELA-Literacy.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

14	Our Earth Is Awesome	14	Our Earth Is Awesome	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
15	Midsemester B Reflect, Review, and Read	1	Midsemester B Reflect, Review, and Read	CCSS.ELA-Literacy.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
15	Midsemester B Reflect, Review, and Read	1	Midsemester B Reflect, Review, and Read	CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
16	Bodies Can Do Cool Things	1	Being Nosy About Smells (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
16	Bodies Can Do Cool Things	1	Being Nosy About Smells (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
16	Bodies Can Do Cool Things	1	Being Nosy About Smells (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
16	Bodies Can Do Cool Things	1	Being Nosy About Smells (A)	CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
16	Bodies Can Do Cool Things	1	Being Nosy About Smells (A)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
16	Bodies Can Do Cool Things	1	Being Nosy About Smells (A)	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
16	Bodies Can Do Cool Things	1	Being Nosy About Smells (A)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
16	Bodies Can Do Cool Things	2	Being Nosy About Smells (B)	CCSS.ELA-Literacy.L.K.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
16	Bodies Can Do Cool Things	2	Being Nosy About Smells (B)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
16	Bodies Can Do Cool Things	2	Being Nosy About Smells (B)	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
16	Bodies Can Do Cool Things	2	Being Nosy About Smells (B)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
16	Bodies Can Do Cool Things	2	Being Nosy About Smells (B)	CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
16	Bodies Can Do Cool Things	2	Being Nosy About Smells (B)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
16	Bodies Can Do Cool Things	2	Being Nosy About Smells (B)	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
16	Bodies Can Do Cool Things	2	Being Nosy About Smells (B)	CCSS.ELA-Literacy.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

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16	Bodies Can Do Cool Things	2	Being Nosy About Smells (B)	CCSS.ELA-Literacy.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
16	Bodies Can Do Cool Things	3	Being Nosy About Smells (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
16	Bodies Can Do Cool Things	3	Being Nosy About Smells (C)	CCSS.ELA-Literacy.L.K.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
16	Bodies Can Do Cool Things	3	Being Nosy About Smells (C)	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
16	Bodies Can Do Cool Things	3	Being Nosy About Smells (C)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
16	Bodies Can Do Cool Things	3	Being Nosy About Smells (C)	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
16	Bodies Can Do Cool Things	3	Being Nosy About Smells (C)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
16	Bodies Can Do Cool Things	3	Being Nosy About Smells (C)	CCSS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
16	Bodies Can Do Cool Things	4	That's Tasty! (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
16	Bodies Can Do Cool Things	4	That's Tasty! (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
16	Bodies Can Do Cool Things	4	That's Tasty! (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
16	Bodies Can Do Cool Things	4	That's Tasty! (A)	CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
16	Bodies Can Do Cool Things	4	That's Tasty! (A)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
16	Bodies Can Do Cool Things	4	That's Tasty! (A)	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
16	Bodies Can Do Cool Things	4	That's Tasty! (A)	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
16	Bodies Can Do Cool Things	5	That's Tasty! (B)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.

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16	Bodies Can Do Cool Things	5	That's Tasty! (B)	CCSS.ELA-Literacy.L.K.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
16	Bodies Can Do Cool Things	5	That's Tasty! (B)	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
16	Bodies Can Do Cool Things	5	That's Tasty! (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
16	Bodies Can Do Cool Things	5	That's Tasty! (B)	CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.
16	Bodies Can Do Cool Things	5	That's Tasty! (B)	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.
16	Bodies Can Do Cool Things	5	That's Tasty! (B)	CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
16	Bodies Can Do Cool Things	5	That's Tasty! (B)	CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
16	Bodies Can Do Cool Things	6	That's Tasty! (C)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
16	Bodies Can Do Cool Things	6	That's Tasty! (C)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
16	Bodies Can Do Cool Things	6	That's Tasty! (C)	CCSS.ELA-Literacy.L.K.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
16	Bodies Can Do Cool Things	6	That's Tasty! (C)	CCSS.ELA-Literacy.L.K.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
16	Bodies Can Do Cool Things	6	That's Tasty! (C)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
16	Bodies Can Do Cool Things	6	That's Tasty! (C)	CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.
16	Bodies Can Do Cool Things	6	That's Tasty! (C)	CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
16	Bodies Can Do Cool Things	6	That's Tasty! (C)	CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
16	Bodies Can Do Cool Things	6	That's Tasty! (C)	CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
16	Bodies Can Do Cool Things	6	That's Tasty! (C)	CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

16	Bodies Can Do Cool Things	7	Your Choice	Attachment 28 - ACAD _{N/A}	Students can use this lesson time to catch up on work from earlier lessons, practice in the Stride Skills Arcade, draw a picture about their favorite story, or reread their favorite book.
16	Bodies Can Do Cool Things	8	My Hygiene (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
16	Bodies Can Do Cool Things	8	My Hygiene (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
16	Bodies Can Do Cool Things	8	My Hygiene (A)	CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
16	Bodies Can Do Cool Things	8	My Hygiene (A)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
16	Bodies Can Do Cool Things	8	My Hygiene (A)	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
16	Bodies Can Do Cool Things	9	My Hygiene (B)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
16	Bodies Can Do Cool Things	9	My Hygiene (B)	CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
16	Bodies Can Do Cool Things	9	My Hygiene (B)	CCSS.ELA-Literacy.L.K.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
16	Bodies Can Do Cool Things	9	My Hygiene (B)	CCSS.ELA-Literacy.L.K.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
16	Bodies Can Do Cool Things	9	My Hygiene (B)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
16	Bodies Can Do Cool Things	9	My Hygiene (B)	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
16	Bodies Can Do Cool Things	9	My Hygiene (B)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
16	Bodies Can Do Cool Things	9	My Hygiene (B)	CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
16	Bodies Can Do Cool Things	9	My Hygiene (B)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
16	Bodies Can Do Cool Things	9	My Hygiene (B)	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
16	Bodies Can Do Cool Things	9	My Hygiene (B)	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
16	Bodies Can Do Cool Things	9	My Hygiene (B)	CCSS.ELA-Literacy.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.

16	Bodies Can Do Cool Things	9	My Hygiene (B)	Attachment 28 - ACAD CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
16	Bodies Can Do Cool Things	9	My Hygiene (B)	CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
16	Bodies Can Do Cool Things	9	My Hygiene (B)	CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
16	Bodies Can Do Cool Things	9	My Hygiene (B)	CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
16	Bodies Can Do Cool Things	9	My Hygiene (B)	CCSS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
16	Bodies Can Do Cool Things	10	My Hygiene (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
16	Bodies Can Do Cool Things	10	My Hygiene (C)	CCSS.ELA-Literacy.L.K.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
16	Bodies Can Do Cool Things	10	My Hygiene (C)	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
16	Bodies Can Do Cool Things	10	My Hygiene (C)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
16	Bodies Can Do Cool Things	10	My Hygiene (C)	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
16	Bodies Can Do Cool Things	10	My Hygiene (C)	CCSS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
16	Bodies Can Do Cool Things	10	My Hygiene (C)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
16	Bodies Can Do Cool Things	10	My Hygiene (C)	CCSS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
16	Bodies Can Do Cool Things	11	Bodies Can Do Cool Things Wrap-Up	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
16	Bodies Can Do Cool Things	11	Bodies Can Do Cool Things Wrap-Up	CCSS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
16	Bodies Can Do Cool Things	11	Bodies Can Do Cool Things Wrap-Up	CCSS.ELA-Literacy.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
17	Three!	1	Aladdin and the Three Wishes (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
17	Three!	1	Aladdin and the Three Wishes (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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17	Three!	1	Aladdin and the Three Wishes (A)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
17	Three!	1	Aladdin and the Three Wishes (A)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
17	Three!	1	Aladdin and the Three Wishes (A)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
17	Three!	1	Aladdin and the Three Wishes (A)	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
17	Three!	1	Aladdin and the Three Wishes (A)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
17	Three!	2	Aladdin and the Three Wishes (B)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
17	Three!	2	Aladdin and the Three Wishes (B)	CCSS.ELA-Literacy.L.K.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
17	Three!	2	Aladdin and the Three Wishes (B)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
17	Three!	2	Aladdin and the Three Wishes (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
17	Three!	2	Aladdin and the Three Wishes (B)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
17	Three!	2	Aladdin and the Three Wishes (B)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
17	Three!	2	Aladdin and the Three Wishes (B)	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
17	Three!	2	Aladdin and the Three Wishes (B)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
17	Three!	3	Aladdin and the Three Wishes (C)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
17	Three!	3	Aladdin and the Three Wishes (C)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
17	Three!	3	Aladdin and the Three Wishes (C)	CCSS.ELA-Literacy.L.K.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
17	Three!	3	Aladdin and the Three Wishes (C)	CCSS.ELA-Literacy.L.K.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.

17	Three!	3	Aladdin and the Three Wishes (C)	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
17	Three!	3	Aladdin and the Three Wishes (C)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
17	Three!	3	Aladdin and the Three Wishes (C)	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
17	Three!	3	Aladdin and the Three Wishes (C)	CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
17	Three!	3	Aladdin and the Three Wishes (C)	CCSS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
17	Three!	4	Three Billy Goats Gruff (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
17	Three!	4	Three Billy Goats Gruff (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
17	Three!	4	Three Billy Goats Gruff (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
17	Three!	4	Three Billy Goats Gruff (A)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
17	Three!	4	Three Billy Goats Gruff (A)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
17	Three!	4	Three Billy Goats Gruff (A)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
17	Three!	4	Three Billy Goats Gruff (A)	CCSS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
17	Three!	5	Three Billy Goats Gruff (B)	CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
17	Three!	5	Three Billy Goats Gruff (B)	CCSS.ELA-Literacy.L.K.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
17	Three!	5	Three Billy Goats Gruff (B)	CCSS.ELA-Literacy.L.K.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
17	Three!	5	Three Billy Goats Gruff (B)	CCSS.ELA-Literacy.L.K.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

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17	Three!	5	Three Billy Goats Gruff (B)	CCSS.ELA-Literacy.L.K.5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
17	Three!	5	Three Billy Goats Gruff (B)	CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
17	Three!	5	Three Billy Goats Gruff (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
17	Three!	5	Three Billy Goats Gruff (B)	CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
17	Three!	5	Three Billy Goats Gruff (B)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
17	Three!	5	Three Billy Goats Gruff (B)	CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
17	Three!	5	Three Billy Goats Gruff (B)	CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.
17	Three!	5	Three Billy Goats Gruff (B)	CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
17	Three!	5	Three Billy Goats Gruff (B)	CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
17	Three!	5	Three Billy Goats Gruff (B)	CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
17	Three!	5	Three Billy Goats Gruff (B)	CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
17	Three!	5	Three Billy Goats Gruff (B)	CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
17	Three!	6	Three Billy Goats Gruff (C)	CCSS.ELA-Literacy.L.K.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
17	Three!	6	Three Billy Goats Gruff (C)	CCSS.ELA-Literacy.L.K.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
17	Three!	6	Three Billy Goats Gruff (C)	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
17	Three!	6	Three Billy Goats Gruff (C)	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
17	Three!	6	Three Billy Goats Gruff (C)	CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

17	Three!	6	Three Billy Goats Gruff	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
17	Three!	6	Three Billy Goats Gruff (C)	CCSS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
17	Three!	7	Your Choice	N/A	Students can use this lesson time to catch up on work from earlier lessons, practice in the Stride Skills Arcade, draw a picture about their favorite story, or reread their favorite book.
17	Three!	8	The Three Little Pigs (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
17	Three!	8	The Three Little Pigs (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
17	Three!	8	The Three Little Pigs (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
17	Three!	8	The Three Little Pigs (A)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
17	Three!	8	The Three Little Pigs (A)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
17	Three!	8	The Three Little Pigs (A)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
17	Three!	8	The Three Little Pigs (A)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
17	Three!	9	The Three Little Pigs (B)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
17	Three!	9	The Three Little Pigs (B)	CCSS.ELA-Literacy.L.K.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
17	Three!	9	The Three Little Pigs (B)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
17	Three!	9	The Three Little Pigs (B)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
17	Three!	9	The Three Little Pigs (B)	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
17	Three!	9	The Three Little Pigs (B)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
17	Three!	9	The Three Little Pigs (B)	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
17	Three!	9	The Three Little Pigs (B)	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.

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17	Three!	10	The Three Little Pigs (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
17	Three!	10	The Three Little Pigs (C)	CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
17	Three!	10	The Three Little Pigs (C)	CCSS.ELA-Literacy.L.K.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete sentences in shared language activities.
17	Three!	10	The Three Little Pigs (C)	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
17	Three!	10	The Three Little Pigs (C)	CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
17	Three!	11	Three! Wrap-Up	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
17	Three!	11	Three! Wrap-Up	CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
18	Hot and Cold	1	Emperors of the Ice (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
18	Hot and Cold	1	Emperors of the Ice (A)	CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
18	Hot and Cold	1	Emperors of the Ice (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
18	Hot and Cold	1	Emperors of the Ice (A)	CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
18	Hot and Cold	1	Emperors of the Ice (A)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
18	Hot and Cold	1	Emperors of the Ice (A)	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
18	Hot and Cold	1	Emperors of the Ice (A)	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
18	Hot and Cold	2	Emperors of the Ice (B)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
18	Hot and Cold	2	Emperors of the Ice (B)	CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.

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18	Hot and Cold	2	Emperors of the Ice (B)	<p>CCSS.ELA-Literacy.L.K.1f</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Produce and expand complete sentences in shared language activities.</p>
18	Hot and Cold	2	Emperors of the Ice (B)	<p>CCSS.ELA-Literacy.L.K.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>
18	Hot and Cold	2	Emperors of the Ice (B)	<p>CCSS.ELA-Literacy.L.K.5c</p> <p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>
18	Hot and Cold	2	Emperors of the Ice (B)	<p>CCSS.ELA-Literacy.L.K.6</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
18	Hot and Cold	2	Emperors of the Ice (B)	<p>CCSS.ELA-Literacy.RF.K.4</p> <p>Read emergent-reader texts with purpose and understanding.</p>
18	Hot and Cold	2	Emperors of the Ice (B)	<p>CCSS.ELA-Literacy.RI.K.1</p> <p>With prompting and support, ask and answer questions about key details in a text.</p>
18	Hot and Cold	2	Emperors of the Ice (B)	<p>CCSS.ELA-Literacy.RI.K.10</p> <p>Actively engage in group reading activities with purpose and understanding.</p>
18	Hot and Cold	2	Emperors of the Ice (B)	<p>CCSS.ELA-Literacy.RI.K.4</p> <p>With prompting and support, ask and answer questions about unknown words in a text.</p>
18	Hot and Cold	2	Emperors of the Ice (B)	<p>CCSS.ELA-Literacy.RI.K.7</p> <p>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>
18	Hot and Cold	2	Emperors of the Ice (B)	<p>CCSS.ELA-Literacy.SL.K.4</p> <p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
18	Hot and Cold	2	Emperors of the Ice (B)	<p>CCSS.ELA-Literacy.SL.K.6</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>
18	Hot and Cold	2	Emperors of the Ice (B)	<p>CCSS.ELA-Literacy.W.K.2</p> <p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
18	Hot and Cold	2	Emperors of the Ice (B)	<p>CCSS.ELA-Literacy.W.K.5</p> <p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>
18	Hot and Cold	3	Emperors of the Ice (C)	<p>CCSS.ELA-Literacy.L.K.1a</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Print many upper- and lowercase letters.</p>
18	Hot and Cold	3	Emperors of the Ice (C)	<p>CCSS.ELA-Literacy.L.K.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>
18	Hot and Cold	3	Emperors of the Ice (C)	<p>CCSS.ELA-Literacy.RF.K.2a</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Recognize and produce rhyming words.</p>

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18	Hot and Cold	3	Emperors of the Ice	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
18	Hot and Cold	3	Emperors of the Ice (C)	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
18	Hot and Cold	3	Emperors of the Ice (C)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
18	Hot and Cold	3	Emperors of the Ice (C)	CCSS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
18	Hot and Cold	4	Your Choice	N/A	Students can use this lesson time to catch up on work from earlier lessons, practice in the Stride Skills Arcade, draw a picture about their favorite story, or reread their favorite book.
18	Hot and Cold	5	The Amazing Sahara (A)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
18	Hot and Cold	5	The Amazing Sahara (A)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
18	Hot and Cold	5	The Amazing Sahara (A)	CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
18	Hot and Cold	5	The Amazing Sahara (A)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
18	Hot and Cold	5	The Amazing Sahara (A)	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
18	Hot and Cold	6	The Amazing Sahara (B)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
18	Hot and Cold	6	The Amazing Sahara (B)	CCSS.ELA-Literacy.L.K.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
18	Hot and Cold	6	The Amazing Sahara (B)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
18	Hot and Cold	6	The Amazing Sahara (B)	CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
18	Hot and Cold	6	The Amazing Sahara (B)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
18	Hot and Cold	6	The Amazing Sahara (B)	CCSS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
18	Hot and Cold	6	The Amazing Sahara (B)	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
18	Hot and Cold	6	The Amazing Sahara (B)	CCSS.ELA-Literacy.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
18	Hot and Cold	7	The Amazing Sahara (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.

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18	Hot and Cold	7	The Amazing Sahara (C) CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
18	Hot and Cold	7	The Amazing Sahara (C) CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
18	Hot and Cold	7	The Amazing Sahara (C) CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
18	Hot and Cold	7	The Amazing Sahara (C) CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
18	Hot and Cold	7	The Amazing Sahara (C) CCSS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
18	Hot and Cold	7	The Amazing Sahara (C) CCSS.ELA-Literacy.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
18	Hot and Cold	7	The Amazing Sahara (C) CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
18	Hot and Cold	8	Hot and Cold (A) CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
18	Hot and Cold	8	Hot and Cold (A) CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
18	Hot and Cold	8	Hot and Cold (A) CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
18	Hot and Cold	8	Hot and Cold (A) CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
18	Hot and Cold	8	Hot and Cold (A) CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
18	Hot and Cold	8	Hot and Cold (A) CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
18	Hot and Cold	9	Hot and Cold (B) CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
18	Hot and Cold	9	Hot and Cold (B) CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
18	Hot and Cold	9	Hot and Cold (B) CCSS.ELA-Literacy.L.K.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
18	Hot and Cold	9	Hot and Cold (B) CCSS.ELA-Literacy.L.K.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

18	Hot and Cold	9	Hot and Cold (B)	Attachment 28 - ACAD CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
18	Hot and Cold	9	Hot and Cold (B)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
18	Hot and Cold	9	Hot and Cold (B)	CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
18	Hot and Cold	9	Hot and Cold (B)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
18	Hot and Cold	9	Hot and Cold (B)	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
18	Hot and Cold	9	Hot and Cold (B)	CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
18	Hot and Cold	10	Hot and Cold (C)	CCSS.ELA-Literacy.L.K.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
18	Hot and Cold	10	Hot and Cold (C)	CCSS.ELA-Literacy.L.K.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
18	Hot and Cold	10	Hot and Cold (C)	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
18	Hot and Cold	10	Hot and Cold (C)	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
18	Hot and Cold	10	Hot and Cold (C)	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
18	Hot and Cold	10	Hot and Cold (C)	CCSS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
18	Hot and Cold	11	Hot and Cold Wrap-Up	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
18	Hot and Cold	11	Hot and Cold Wrap-Up	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
18	Hot and Cold	11	Hot and Cold Wrap-Up	CCSS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
18	Hot and Cold	11	Hot and Cold Wrap-Up	CCSS.ELA-Literacy.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
19	End-of-Year Reflect, Review, and Read	1	End-of-Year Reflect, Review, and Read	CCSS.ELA-Literacy.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
19	End-of-Year Reflect, Review, and Read	1	End-of-Year Reflect, Review, and Read	CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
19	End-of-Year Reflect, Review, and Read	2	Your Choice	N/A	Students can use this lesson time to catch up on work from earlier lessons, practice in the Stride Skills Arcade, draw a picture about their favorite story, or reread their favorite book.
20	Resources	1	Resources	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.



Common Core Kindergarten English Language Arts Standards
Attachment 28 - ACAP
Compared to Phonics K E/ED



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Sounds /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/	1	Sounds /m/ and /t/	CCSS.ELA-Literacy.RF.K.1a	Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.
1	Sounds /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/	1	Sounds /m/ and /t/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
1	Sounds /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/	1	Sounds /m/ and /t/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
1	Sounds /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/	2	Sounds /n/ and /p/	CCSS.ELA-Literacy.RF.K.1a	Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.
1	Sounds /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/	2	Sounds /n/ and /p/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
1	Sounds /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/	2	Sounds /n/ and /p/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
1	Sounds /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/	3	Sounds /ē/ and /h/	CCSS.ELA-Literacy.RF.K.1a	Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.
1	Sounds /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/	3	Sounds /ē/ and /h/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
1	Sounds /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/	3	Sounds /ē/ and /h/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
1	Sounds /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/	4	Sounds /d/ and /ō/	CCSS.ELA-Literacy.RF.K.1a	Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.
1	Sounds /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/	4	Sounds /d/ and /ō/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
1	Sounds /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/	4	Sounds /d/ and /ō/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
1	Sounds /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/	5	Unit Review: Sounds /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/	CCSS.ELA-Literacy.RF.K.1a	Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.

Attachment 28 - ACAD

1	Sounds /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/	5	Unit Review: Sounds /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
1	Sounds /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/	5	Unit Review: Sounds /m/, /t/, /n/, /p/, /ē/, /h/, /d/, and /ō/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
2	Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	1	Sounds /b/ and /f/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
2	Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	1	Sounds /b/ and /f/	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
2	Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	1	Sounds /b/ and /f/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
2	Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	2	Sound /ā/	CCSS.ELA-Literacy.RF.K.1a	Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.
2	Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	2	Sound /ā/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
2	Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	2	Sound /ā/	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
2	Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	2	Sound /ā/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
2	Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	3	Sounds /g/ and /ō/	CCSS.ELA-Literacy.RF.K.1a	Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.
2	Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	3	Sounds /g/ and /ō/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
2	Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	3	Sounds /g/ and /ō/	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
2	Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	3	Sounds /g/ and /ō/	CCSS.ELA-Literacy.RF.K.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
2	Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	3	Sounds /g/ and /ō/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

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2 Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	4 Sound /j/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.	
2 Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	4 Sound /j/	CCSS.ELA-Literacy.RF.K.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.	
2 Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	4 Sound /j/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	
2 Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	5 Unit Review: Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.	
2 Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	5 Unit Review: Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.	
2 Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	5 Unit Review: Sounds /b/, /f/, /ā/, /g/, /ō/, and /j/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	
3 Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	1 Sound /s/	CCSS.ELA-Literacy.RF.K.1a	Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.	
3 Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	1 Sound /s/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.	
3 Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	1 Sound /s/	CCSS.ELA-Literacy.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.	
3 Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	1 Sound /s/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	
3 Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	2 Sounds /ā/ and /w/	CCSS.ELA-Literacy.RF.K.1a	Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.	
3 Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	2 Sounds /ā/ and /w/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.	
3 Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	2 Sounds /ā/ and /w/	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.	
3 Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	2 Sounds /ā/ and /w/	CCSS.ELA-Literacy.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.	

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3 Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	2 Sounds /ā/ and /w/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
3 Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	3 Sounds /z/ and /ī/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
3 Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	3 Sounds /z/ and /ī/	CCSS.ELA-Literacy.RF.K.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
3 Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	3 Sounds /z/ and /ī/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
3 Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	4 Sound /l/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
3 Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	4 Sound /l/	CCSS.ELA-Literacy.RF.K.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
3 Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	4 Sound /l/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
3 Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	5 Unit Review: Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
3 Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	5 Unit Review: Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
3 Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	5 Unit Review: Sounds /s/, /ā/, /w/, /z/, /ī/, and /l/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
4 Sounds /th/, /th/, /ē/, /k/, /v/, and /r/	1 Sounds /th/ and /th/	CCSS.ELA-Literacy.RF.K.1a	Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.
4 Sounds /th/, /th/, /ē/, /k/, /v/, and /r/	1 Sounds /th/ and /th/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
4 Sounds /th/, /th/, /ē/, /k/, /v/, and /r/	1 Sounds /th/ and /th/	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.

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4	Sounds /th/, /th/, /ë/, /k/, /v/, and /r/	1	Sounds /th/ and /th/ CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
4	Sounds /th/, /th/, /ë/, /k/, /v/, and /r/	2	Sounds /ë/ and /k/ CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
4	Sounds /th/, /th/, /ë/, /k/, /v/, and /r/	2	Sounds /ë/ and /k/ CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
4	Sounds /th/, /th/, /ë/, /k/, /v/, and /r/	3	Sound /v/ CCSS.ELA-Literacy.RF.K.1a	Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.
4	Sounds /th/, /th/, /ë/, /k/, /v/, and /r/	3	Sound /v/ CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
4	Sounds /th/, /th/, /ë/, /k/, /v/, and /r/	3	Sound /v/ CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
4	Sounds /th/, /th/, /ë/, /k/, /v/, and /r/	4	Sound /r/ CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
4	Sounds /th/, /th/, /ë/, /k/, /v/, and /r/	4	Sound /r/ CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
4	Sounds /th/, /th/, /ë/, /k/, /v/, and /r/	5	Unit Review: Sounds /th/, /th/, /ë/, /k/, /v/, and /r/ CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
4	Sounds /th/, /th/, /ë/, /k/, /v/, and /r/	5	Unit Review: Sounds /th/, /th/, /ë/, /k/, /v/, and /r/ CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
4	Sounds /th/, /th/, /ë/, /k/, /v/, and /r/	5	Unit Review: Sounds /th/, /th/, /ë/, /k/, /v/, and /r/ CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
5	Sounds /f/, /ü/, /ch/, and /y/	1	Sound /f/ CCSS.ELA-Literacy.RF.K.1a	Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.
5	Sounds /f/, /ü/, /ch/, and /y/	1	Sound /f/ CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.

Attachment 28 - ACAD			
5 Sounds /f/, /û/, /ch/, and /y/	1 Sound /f/	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
5 Sounds /f/, /û/, /ch/, and /y/	1 Sound /f/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
5 Sounds /f/, /û/, /ch/, and /y/	2 Sound /û/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
5 Sounds /f/, /û/, /ch/, and /y/	2 Sound /û/	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
5 Sounds /f/, /û/, /ch/, and /y/	2 Sound /û/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
5 Sounds /f/, /û/, /ch/, and /y/	3 Sound /ch/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
5 Sounds /f/, /û/, /ch/, and /y/	3 Sound /ch/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
5 Sounds /f/, /û/, /ch/, and /y/	4 Sound /y/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
5 Sounds /f/, /û/, /ch/, and /y/	4 Sound /y/	CCSS.ELA-Literacy.RF.K.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
5 Sounds /f/, /û/, /ch/, and /y/	4 Sound /y/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
5 Sounds /f/, /û/, /ch/, and /y/	5 Unit Review: Sounds /f/, /û/, /ch/, and /y/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
5 Sounds /f/, /û/, /ch/, and /y/	5 Unit Review: Sounds /f/, /û/, /ch/, and /y/	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
5 Sounds /f/, /û/, /ch/, and /y/	5 Unit Review: Sounds /f/, /û/, /ch/, and /y/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

Attachment 28 - ACAD			
6 Sounds /sh/, /aw/, & /kw/ and Syllables	1 Sound /sh/	CCSS.ELA-Literacy.RF.K.1b	Demonstrate understanding of the organization and basic features of print. Recognize that spoken words are represented in written language by specific sequences of letters.
6 Sounds /sh/, /aw/, & /kw/ and Syllables	1 Sound /sh/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
6 Sounds /sh/, /aw/, & /kw/ and Syllables	1 Sound /sh/	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
6 Sounds /sh/, /aw/, & /kw/ and Syllables	1 Sound /sh/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
6 Sounds /sh/, /aw/, & /kw/ and Syllables	2 Sound /aw/	CCSS.ELA-Literacy.RF.K.1b	Demonstrate understanding of the organization and basic features of print. Recognize that spoken words are represented in written language by specific sequences of letters.
6 Sounds /sh/, /aw/, & /kw/ and Syllables	2 Sound /aw/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
6 Sounds /sh/, /aw/, & /kw/ and Syllables	2 Sound /aw/	CCSS.ELA-Literacy.RF.K.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
6 Sounds /sh/, /aw/, & /kw/ and Syllables	2 Sound /aw/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
6 Sounds /sh/, /aw/, & /kw/ and Syllables	3 Sound /kw/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
6 Sounds /sh/, /aw/, & /kw/ and Syllables	3 Sound /kw/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
6 Sounds /sh/, /aw/, & /kw/ and Syllables	4 Syllables and Sounds	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
6 Sounds /sh/, /aw/, & /kw/ and Syllables	4 Syllables and Sounds	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
6 Sounds /sh/, /aw/, & /kw/ and Syllables	4 Syllables and Sounds	CCSS.ELA-Literacy.RF.K.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.

Attachment 28 - ACAD				
6	Sounds /sh/, /aw/, & /kw/ and Syllables	4	Syllables and Sounds	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
6	Sounds /sh/, /aw/, & /kw/ and Syllables	5	Unit Review: Sounds /sh/, /aw/, & /kw/ and Syllables	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
6	Sounds /sh/, /aw/, & /kw/ and Syllables	5	Unit Review: Sounds /sh/, /aw/, & /kw/ and Syllables	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
6	Sounds /sh/, /aw/, & /kw/ and Syllables	5	Unit Review: Sounds /sh/, /aw/, & /kw/ and Syllables	CCSS.ELA-Literacy.RF.K.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
6	Sounds /sh/, /aw/, & /kw/ and Syllables	5	Unit Review: Sounds /sh/, /aw/, & /kw/ and Syllables	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
7	Sounds /oi/, /ū/, and /ks/	1	Sound /oi/	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
7	Sounds /oi/, /ū/, and /ks/	1	Sound /oi/	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
7	Sounds /oi/, /ū/, and /ks/	2	Sound /ū/	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
7	Sounds /oi/, /ū/, and /ks/	2	Sound /ū/	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
7	Sounds /oi/, /ū/, and /ks/	2	Sound /ū/	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
7	Sounds /oi/, /ū/, and /ks/	3	Sound /ks/	CCSS.ELA-Literacy.RF.K.1a Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.
7	Sounds /oi/, /ū/, and /ks/	3	Sound /ks/	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
7	Sounds /oi/, /ū/, and /ks/	3	Sound /ks/	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

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7 Sounds /oi/, /ū/, and /ks/	4 Sounds /oi/, /ū/, and /ks/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
7 Sounds /oi/, /ū/, and /ks/	4 Sounds /oi/, /ū/, and /ks/	CCSS.ELA-Literacy.RF.K.2e	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
7 Sounds /oi/, /ū/, and /ks/	5 Unit Review: Sounds /oi/, /ū/, and /ks/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
7 Sounds /oi/, /ū/, and /ks/	5 Unit Review: Sounds /oi/, /ū/, and /ks/	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
7 Sounds /oi/, /ū/, and /ks/	5 Unit Review: Sounds /oi/, /ū/, and /ks/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
8 Sounds /ōō/ and /ow/	1 Sound /ōō/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
8 Sounds /ōō/ and /ow/	1 Sound /ōō/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
8 Sounds /ōō/ and /ow/	2 Sound /ow/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
8 Sounds /ōō/ and /ow/	2 Sound /ow/	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
8 Sounds /ōō/ and /ow/	2 Sound /ow/	CCSS.ELA-Literacy.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.
8 Sounds /ōō/ and /ow/	2 Sound /ow/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
8 Sounds /ōō/ and /ow/	3 Sound Practice (A)	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
8 Sounds /ōō/ and /ow/	3 Sound Practice (A)	CCSS.ELA-Literacy.RF.K.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
8 Sounds /ōō/ and /ow/	3 Sound Practice (A)	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

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8 Sounds /oo/ and /ow/	4 Sound Practice (B)	CCSS.ELA-Literacy.RF.K.1a	Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.
8 Sounds /oo/ and /ow/	4 Sound Practice (B)	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
8 Sounds /oo/ and /ow/	4 Sound Practice (B)	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
8 Sounds /oo/ and /ow/	4 Sound Practice (B)	CCSS.ELA-Literacy.RF.K.2e	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
8 Sounds /oo/ and /ow/	5 Unit Review: Sounds /oo/ and /ow/	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
8 Sounds /oo/ and /ow/	5 Unit Review: Sounds /oo/ and /ow/	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
8 Sounds /oo/ and /ow/	5 Unit Review: Sounds /oo/ and /ow/	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
9 Sounds for Letters a, m, s, t, b, f, c, h, and j	1 Sounds for Letters a, m, s, and t	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
9 Sounds for Letters a, m, s, t, b, f, c, h, and j	1 Sounds for Letters a, m, s, and t	CCSS.ELA-Literacy.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.
9 Sounds for Letters a, m, s, t, b, f, c, h, and j	1 Sounds for Letters a, m, s, and t	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
9 Sounds for Letters a, m, s, t, b, f, c, h, and j	1 Sounds for Letters a, m, s, and t	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
9 Sounds for Letters a, m, s, t, b, f, c, h, and j	1 Sounds for Letters a, m, s, and t	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
9 Sounds for Letters a, m, s, t, b, f, c, h, and j	1 Sounds for Letters a, m, s, and t	CCSS.ELA-Literacy.RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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9 Sounds for Letters a, m, s, t, b, f, c, h, and j	2 Sounds for Letters b and f	CCSS.ELA-Literacy.L.K.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
9 Sounds for Letters a, m, s, t, b, f, c, h, and j	2 Sounds for Letters b and f	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
9 Sounds for Letters a, m, s, t, b, f, c, h, and j	2 Sounds for Letters b and f	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
9 Sounds for Letters a, m, s, t, b, f, c, h, and j	2 Sounds for Letters b and f	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
9 Sounds for Letters a, m, s, t, b, f, c, h, and j	2 Sounds for Letters b and f	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
9 Sounds for Letters a, m, s, t, b, f, c, h, and j	2 Sounds for Letters b and f	CCSS.ELA-Literacy.RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
9 Sounds for Letters a, m, s, t, b, f, c, h, and j	3 Sounds for Letters c and h	CCSS.ELA-Literacy.L.K.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
9 Sounds for Letters a, m, s, t, b, f, c, h, and j	3 Sounds for Letters c and h	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
9 Sounds for Letters a, m, s, t, b, f, c, h, and j	3 Sounds for Letters c and h	CCSS.ELA-Literacy.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.
9 Sounds for Letters a, m, s, t, b, f, c, h, and j	3 Sounds for Letters c and h	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
9 Sounds for Letters a, m, s, t, b, f, c, h, and j	3 Sounds for Letters c and h	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
9 Sounds for Letters a, m, s, t, b, f, c, h, and j	3 Sounds for Letters c and h	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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9	Sounds for Letters a, m, s, t, b, f, c, h, and j	3	Sounds for Letters c and h CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
9	Sounds for Letters a, m, s, t, b, f, c, h, and j	3	Sounds for Letters c and h CCSS.ELA-Literacy.RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
9	Sounds for Letters a, m, s, t, b, f, c, h, and j	4	Sound for Letter j CCSS.ELA-Literacy.L.K.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
9	Sounds for Letters a, m, s, t, b, f, c, h, and j	4	Sound for Letter j CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
9	Sounds for Letters a, m, s, t, b, f, c, h, and j	4	Sound for Letter j CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
9	Sounds for Letters a, m, s, t, b, f, c, h, and j	4	Sound for Letter j CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
9	Sounds for Letters a, m, s, t, b, f, c, h, and j	4	Sound for Letter j CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
9	Sounds for Letters a, m, s, t, b, f, c, h, and j	4	Sound for Letter j CCSS.ELA-Literacy.RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
9	Sounds for Letters a, m, s, t, b, f, c, h, and j	5	Unit Review: Sounds for Letters a, m, s, t, b, f, c, h, and j CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
9	Sounds for Letters a, m, s, t, b, f, c, h, and j	5	Unit Review: Sounds for Letters a, m, s, t, b, f, c, h, and j CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
10	Word Families –at and –am	1	Word Family –at CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
10	Word Families –at and –am	1	Word Family –at CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

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10	Word Families –at and –am	1	Word Family –at	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
10	Word Families –at and –am	2	Word Family –am	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
10	Word Families –at and –am	2	Word Family –am	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
10	Word Families –at and –am	3	Word Families –at and –am (A)	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
10	Word Families –at and –am	3	Word Families –at and –am (A)	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
10	Word Families –at and –am	3	Word Families –at and –am (A)	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
10	Word Families –at and –am	3	Word Families –at and –am (A)	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
10	Word Families –at and –am	3	Word Families –at and –am (A)	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
10	Word Families –at and –am	3	Word Families –at and –am (A)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
10	Word Families –at and –am	3	Word Families –at and –am (A)	CCSS.ELA-Literacy.RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
10	Word Families –at and –am	4	Word Families –at and –am (B)	CCSS.ELA-Literacy.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.
10	Word Families –at and –am	4	Word Families –at and –am (B)	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

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10	Word Families –at and –am	4	Word Families –at and –am (B)	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
10	Word Families –at and –am	4	Word Families –at and –am (B)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
10	Word Families –at and –am	4	Word Families –at and –am (B)	CCSS.ELA-Literacy.RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
10	Word Families –at and –am	5	Unit Review: Word Families –at and –am	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
10	Word Families –at and –am	5	Unit Review: Word Families –at and –am	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
11	Sounds for Letters l, n, p, & r and Vowels	1	Sounds for Letters l and n	CCSS.ELA-Literacy.L.K.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
11	Sounds for Letters l, n, p, & r and Vowels	1	Sounds for Letters l and n	CCSS.ELA-Literacy.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.
11	Sounds for Letters l, n, p, & r and Vowels	1	Sounds for Letters l and n	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
11	Sounds for Letters l, n, p, & r and Vowels	1	Sounds for Letters l and n	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
11	Sounds for Letters l, n, p, & r and Vowels	1	Sounds for Letters l and n	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
11	Sounds for Letters l, n, p, & r and Vowels	1	Sounds for Letters l and n	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
11	Sounds for Letters l, n, p, & r and Vowels	2	Sounds for Letters p and r	CCSS.ELA-Literacy.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.

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11	Sounds for Letters l, n, p, & r and Vowels	2	Sounds for Letters p and r	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
11	Sounds for Letters l, n, p, & r and Vowels	2	Sounds for Letters p and r	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
11	Sounds for Letters l, n, p, & r and Vowels	2	Sounds for Letters p and r	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
11	Sounds for Letters l, n, p, & r and Vowels	2	Sounds for Letters p and r	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
11	Sounds for Letters l, n, p, & r and Vowels	3	Review Sounds for Letters	CCSS.ELA-Literacy.L.K.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
11	Sounds for Letters l, n, p, & r and Vowels	3	Review Sounds for Letters	CCSS.ELA-Literacy.RF.K.2c Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.
11	Sounds for Letters l, n, p, & r and Vowels	3	Review Sounds for Letters	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
11	Sounds for Letters l, n, p, & r and Vowels	3	Review Sounds for Letters	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
11	Sounds for Letters l, n, p, & r and Vowels	3	Review Sounds for Letters	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
11	Sounds for Letters l, n, p, & r and Vowels	4	Vowels as Red Letters	CCSS.ELA-Literacy.L.K.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
11	Sounds for Letters l, n, p, & r and Vowels	4	Vowels as Red Letters	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
11	Sounds for Letters l, n, p, & r and Vowels	4	Vowels as Red Letters	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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11	Sounds for Letters l, n, p, & r and Vowels	4	Vowels as Red Letters	CCSS.ELA-Literacy.RF.K.3c	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>
11	Sounds for Letters l, n, p, & r and Vowels	5	Unit Review: Sounds for Letters l, n, p, & r and Vowels	CCSS.ELA-Literacy.RF.K.2d	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p>
11	Sounds for Letters l, n, p, & r and Vowels	5	Unit Review: Sounds for Letters l, n, p, & r and Vowels	CCSS.ELA-Literacy.RF.K.3a	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>
12	Word Families –an and –ap	1	Word Family –an	CCSS.ELA-Literacy.RF.K.1d	<p>Demonstrate understanding of the organization and basic features of print.</p> <p>Recognize and name all upper- and lowercase letters of the alphabet.</p>
12	Word Families –an and –ap	1	Word Family –an	CCSS.ELA-Literacy.RF.K.3a	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>
12	Word Families –an and –ap	1	Word Family –an	CCSS.ELA-Literacy.RF.K.3c	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>
12	Word Families –an and –ap	2	Word Family –ap	CCSS.ELA-Literacy.RF.K.3a	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>
12	Word Families –an and –ap	2	Word Family –ap	CCSS.ELA-Literacy.RF.K.3c	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>
12	Word Families –an and –ap	3	Word Families –an and –ap (A)	CCSS.ELA-Literacy.RF.K.1d	<p>Demonstrate understanding of the organization and basic features of print.</p> <p>Recognize and name all upper- and lowercase letters of the alphabet.</p>
12	Word Families –an and –ap	3	Word Families –an and –ap (A)	CCSS.ELA-Literacy.RF.K.2a	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Recognize and produce rhyming words.</p>
12	Word Families –an and –ap	3	Word Families –an and –ap (A)	CCSS.ELA-Literacy.RF.K.2d	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p>
12	Word Families –an and –ap	3	Word Families –an and –ap (A)	CCSS.ELA-Literacy.RF.K.3a	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>

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12	Word Families –an and –ap	3	Word Families –an and –ap (A)	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
12	Word Families –an and –ap	3	Word Families –an and –ap (A)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
12	Word Families –an and –ap	3	Word Families –an and –ap (A)	CCSS.ELA-Literacy.RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
12	Word Families –an and –ap	4	Word Families –an and –ap (B)	CCSS.ELA-Literacy.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.
12	Word Families –an and –ap	4	Word Families –an and –ap (B)	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
12	Word Families –an and –ap	4	Word Families –an and –ap (B)	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
12	Word Families –an and –ap	4	Word Families –an and –ap (B)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
12	Word Families –an and –ap	4	Word Families –an and –ap (B)	CCSS.ELA-Literacy.RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
12	Word Families –an and –ap	5	Unit Review: Word Families –an and –ap	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
12	Word Families –an and –ap	5	Unit Review: Word Families –an and –ap	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
13	Sounds for Letters o, d, g, k, and v	1	Sounds for Letter o	CCSS.ELA-Literacy.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.
13	Sounds for Letters o, d, g, k, and v	1	Sounds for Letter o	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

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13	Sounds for Letters o, d, g, k, and v	1	Sounds for Letter o CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
13	Sounds for Letters o, d, g, k, and v	1	Sounds for Letter o CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
13	Sounds for Letters o, d, g, k, and v	1	Sounds for Letter o CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
13	Sounds for Letters o, d, g, k, and v	2	Sounds for Letters d and g CCSS.ELA-Literacy.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.
13	Sounds for Letters o, d, g, k, and v	2	Sounds for Letters d and g CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
13	Sounds for Letters o, d, g, k, and v	2	Sounds for Letters d and g CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
13	Sounds for Letters o, d, g, k, and v	2	Sounds for Letters d and g CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
13	Sounds for Letters o, d, g, k, and v	3	Sounds for Letters k and v CCSS.ELA-Literacy.L.K.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
13	Sounds for Letters o, d, g, k, and v	3	Sounds for Letters k and v CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
13	Sounds for Letters o, d, g, k, and v	3	Sounds for Letters k and v CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
13	Sounds for Letters o, d, g, k, and v	3	Sounds for Letters k and v CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
13	Sounds for Letters o, d, g, k, and v	4	Sounds for Letters o, d, g, k, and v CCSS.ELA-Literacy.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.

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13	Sounds for Letters o, d, g, k, and v	4	Sounds for Letters o, d, g, k, and v CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
13	Sounds for Letters o, d, g, k, and v	4	Sounds for Letters o, d, g, k, and v CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
13	Sounds for Letters o, d, g, k, and v	4	Sounds for Letters o, d, g, k, and v CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
13	Sounds for Letters o, d, g, k, and v	5	Unit Review: Sounds for Letters o, d, g, k, and v CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
13	Sounds for Letters o, d, g, k, and v	5	Unit Review: Sounds for Letters o, d, g, k, and v CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
14	Word Families -op and -ot	1	Word Family -op CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
14	Word Families -op and -ot	1	Word Family -op CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
14	Word Families -op and -ot	1	Word Family -op CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
14	Word Families -op and -ot	1	Word Family -op CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
14	Word Families -op and -ot	2	Word Family -ot CCSS.ELA-Literacy.L.K.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
14	Word Families -op and -ot	2	Word Family -ot CCSS.ELA-Literacy.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.
14	Word Families -op and -ot	2	Word Family -ot CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

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14	Word Families –op and –ot	2	Word Family –ot	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
14	Word Families –op and –ot	2	Word Family –ot	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
14	Word Families –op and –ot	3	Word Families –op and –ot (A)	CCSS.ELA-Literacy.L.K.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
14	Word Families –op and –ot	3	Word Families –op and –ot (A)	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
14	Word Families –op and –ot	3	Word Families –op and –ot (A)	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
14	Word Families –op and –ot	3	Word Families –op and –ot (A)	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
14	Word Families –op and –ot	3	Word Families –op and –ot (A)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
14	Word Families –op and –ot	4	Word Families –op and –ot (B)	CCSS.ELA-Literacy.RF.K.2c Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.
14	Word Families –op and –ot	4	Word Families –op and –ot (B)	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
14	Word Families –op and –ot	4	Word Families –op and –ot (B)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
14	Word Families –op and –ot	5	Unit Review: Word Families –op and –ot	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
15	Sounds for Letters i, qu, and z	1	Sounds for Letters i, qu, and z (A)	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

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15	Sounds for Letters i, qu, and z		1	Sounds for Letters i, qu, and z (A)	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
15	Sounds for Letters i, qu, and z		1	Sounds for Letters i, qu, and z (A)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
15	Sounds for Letters i, qu, and z		2	Sounds for Letters i, qu, and z (B)	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
15	Sounds for Letters i, qu, and z		2	Sounds for Letters i, qu, and z (B)	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
15	Sounds for Letters i, qu, and z		2	Sounds for Letters i, qu, and z (B)	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
15	Sounds for Letters i, qu, and z		2	Sounds for Letters i, qu, and z (B)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
15	Sounds for Letters i, qu, and z		3	Sounds for Letters i, qu, and z (C)	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
15	Sounds for Letters i, qu, and z		3	Sounds for Letters i, qu, and z (C)	CCSS.ELA-Literacy.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.
15	Sounds for Letters i, qu, and z		3	Sounds for Letters i, qu, and z (C)	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
15	Sounds for Letters i, qu, and z		3	Sounds for Letters i, qu, and z (C)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
15	Sounds for Letters i, qu, and z		4	Sounds for Letters i, qu, and z (D)	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
15	Sounds for Letters i, qu, and z		4	Sounds for Letters i, qu, and z (D)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
15	Sounds for Letters i, qu, and z		5	Unit Review: Sounds for Letters i, qu, and z	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs and CVVCs.)

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15	Sounds for Letters i, qu, and z	5	Unit Review: Sounds for Letters i, qu, and z	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
16	Word Families -in, -it, and -ip	1	Word Family -in	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
16	Word Families -in, -it, and -ip	1	Word Family -in	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
16	Word Families -in, -it, and -ip	2	Word Family -it	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
16	Word Families -in, -it, and -ip	2	Word Family -it	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
16	Word Families -in, -it, and -ip	2	Word Family -it	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
16	Word Families -in, -it, and -ip	3	Word Family -ip	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
16	Word Families -in, -it, and -ip	3	Word Family -ip	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
16	Word Families -in, -it, and -ip	3	Word Family -ip	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
16	Word Families -in, -it, and -ip	4	Word Families -in, -it, and -ip	CCSS.ELA-Literacy.RF.K.2c Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.
16	Word Families -in, -it, and -ip	4	Word Families -in, -it, and -ip	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
16	Word Families -in, -it, and -ip	4	Word Families -in, -it, and -ip	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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16	Word Families –in, –it, and –ip	4	Word Families –in, –it, and –ip	CCSS.ELA-Literacy.RF.K.3d Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
16	Word Families –in, –it, and –ip	5	Unit Review: Word Families –in, –it, and –ip	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
16	Word Families –in, –it, and –ip	5	Unit Review: Word Families –in, –it, and –ip	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
17	Sounds for Letters u, w, and x	1	Sounds for Letters u, w, and x (A)	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
17	Sounds for Letters u, w, and x	1	Sounds for Letters u, w, and x (A)	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
17	Sounds for Letters u, w, and x	1	Sounds for Letters u, w, and x (A)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
17	Sounds for Letters u, w, and x	2	Sounds for Letters u, w, and x (B)	CCSS.ELA-Literacy.L.K.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
17	Sounds for Letters u, w, and x	2	Sounds for Letters u, w, and x (B)	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
17	Sounds for Letters u, w, and x	2	Sounds for Letters u, w, and x (B)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
17	Sounds for Letters u, w, and x	3	Sounds for Letters u, w, and x (C)	CCSS.ELA-Literacy.L.K.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
17	Sounds for Letters u, w, and x	3	Sounds for Letters u, w, and x (C)	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
17	Sounds for Letters u, w, and x	3	Sounds for Letters u, w, and x (C)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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17	Sounds for Letters u, w, and x	4	Sounds for Letters u, w, and x (D) CCSS.ELA-Literacy.L.K.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
17	Sounds for Letters u, w, and x	4	Sounds for Letters u, w, and x (D) CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
17	Sounds for Letters u, w, and x	4	Sounds for Letters u, w, and x (D) CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
17	Sounds for Letters u, w, and x	4	Sounds for Letters u, w, and x (D) CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
17	Sounds for Letters u, w, and x	5	Unit Review: Sounds for Letters u, w, and x CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
17	Sounds for Letters u, w, and x	5	Unit Review: Sounds for Letters u, w, and x CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
18	Word Families –ug and –un	1	Word Family –ug CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
18	Word Families –ug and –un	1	Word Family –ug CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
18	Word Families –ug and –un	1	Word Family –ug CCSS.ELA-Literacy.RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
18	Word Families –ug and –un	2	Word Family –un CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
18	Word Families –ug and –un	2	Word Family –un CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
18	Word Families –ug and –un	3	Word Families –ug and –un (A) CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.

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18	Word Families –ug and –un	3	Word Families –ug and –un (A)	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
18	Word Families –ug and –un	3	Word Families –ug and –un (A)	CCSS.ELA-Literacy.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.
18	Word Families –ug and –un	3	Word Families –ug and –un (A)	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
18	Word Families –ug and –un	3	Word Families –ug and –un (A)	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
18	Word Families –ug and –un	3	Word Families –ug and –un (A)	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
18	Word Families –ug and –un	3	Word Families –ug and –un (A)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
18	Word Families –ug and –un	4	Word Families –ug and –un (B)	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
18	Word Families –ug and –un	4	Word Families –ug and –un (B)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
18	Word Families –ug and –un	5	Unit Review: Word Families –ug and –un	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
18	Word Families –ug and –un	5	Unit Review: Word Families –ug and –un	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
19	Sounds for Letters e and y	1	Sounds for Letters e and y (A)	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
19	Sounds for Letters e and y	1	Sounds for Letters e and y (A)	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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19	Sounds for Letters e and y		1	Sounds for Letters e and y (A)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
19	Sounds for Letters e and y		2	Sounds for Letters e and y (B)	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
19	Sounds for Letters e and y		2	Sounds for Letters e and y (B)	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
19	Sounds for Letters e and y		2	Sounds for Letters e and y (B)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
19	Sounds for Letters e and y		3	Sounds for Letters e and y (C)	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
19	Sounds for Letters e and y		3	Sounds for Letters e and y (C)	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
19	Sounds for Letters e and y		3	Sounds for Letters e and y (C)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
19	Sounds for Letters e and y		4	Sounds for Letters e and y (D)	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
19	Sounds for Letters e and y		4	Sounds for Letters e and y (D)	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
19	Sounds for Letters e and y		4	Sounds for Letters e and y (D)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
19	Sounds for Letters e and y		5	Unit Review: Sounds for Letters e and y	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
19	Sounds for Letters e and y		5	Unit Review: Sounds for Letters e and y	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

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20	Getting Stronger: Letters, Sounds, and Word Families	1	Letters, Sounds, and Word Families (A)	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
20	Getting Stronger: Letters, Sounds, and Word Families	2	Letters, Sounds, and Word Families (B)	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
20	Getting Stronger: Letters, Sounds, and Word Families	2	Letters, Sounds, and Word Families (B)	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
20	Getting Stronger: Letters, Sounds, and Word Families	3	Letters, Sounds, and Word Families (C)	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
20	Getting Stronger: Letters, Sounds, and Word Families	3	Letters, Sounds, and Word Families (C)	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
20	Getting Stronger: Letters, Sounds, and Word Families	3	Letters, Sounds, and Word Families (C)	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
20	Getting Stronger: Letters, Sounds, and Word Families	3	Letters, Sounds, and Word Families (C)	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
20	Getting Stronger: Letters, Sounds, and Word Families	4	Letters, Sounds, and Word Families (D)	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
20	Getting Stronger: Letters, Sounds, and Word Families	4	Letters, Sounds, and Word Families (D)	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
20	Getting Stronger: Letters, Sounds, and Word Families	4	Letters, Sounds, and Word Families (D)	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
20	Getting Stronger: Letters, Sounds, and Word Families	5	Unit Review: Letters, Sounds, and Word Families	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

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20	Getting Stronger: Letters, Sounds, and Word Families	5	Unit Review: Letters, Sounds, and Word Families	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
21	Digraphs sh and th	1	Digraph sh (A)	CCSS.ELA-Literacy.RF.K.1b Demonstrate understanding of the organization and basic features of print. Recognize that spoken words are represented in written language by specific sequences of letters.
21	Digraphs sh and th	1	Digraph sh (A)	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
21	Digraphs sh and th	1	Digraph sh (A)	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
21	Digraphs sh and th	1	Digraph sh (A)	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
21	Digraphs sh and th	1	Digraph sh (A)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
21	Digraphs sh and th	2	Digraph sh (B)	CCSS.ELA-Literacy.RF.K.1b Demonstrate understanding of the organization and basic features of print. Recognize that spoken words are represented in written language by specific sequences of letters.
21	Digraphs sh and th	2	Digraph sh (B)	CCSS.ELA-Literacy.RF.K.2c Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.
21	Digraphs sh and th	2	Digraph sh (B)	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
21	Digraphs sh and th	2	Digraph sh (B)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
21	Digraphs sh and th	2	Digraph sh (B)	CCSS.ELA-Literacy.RF.K.3d Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
21	Digraphs sh and th	3	Digraph th (A)	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

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21	Digraphs sh and th	3	Digraph th (A) CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
21	Digraphs sh and th	3	Digraph th (A) CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
21	Digraphs sh and th	4	Digraph th (B) CCSS.ELA-Literacy.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.
21	Digraphs sh and th	4	Digraph th (B) CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
21	Digraphs sh and th	4	Digraph th (B) CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
21	Digraphs sh and th	4	Digraph th (B) CCSS.ELA-Literacy.RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
21	Digraphs sh and th	5	Unit Review: Digraphs sh and th CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
21	Digraphs sh and th	5	Unit Review: Digraphs sh and th CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
22	Getting Stronger: Word Families and Digraphs	1	Word Families and Digraphs (A) CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
22	Getting Stronger: Word Families and Digraphs	1	Word Families and Digraphs (A) CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
22	Getting Stronger: Word Families and Digraphs	1	Word Families and Digraphs (A) CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
22	Getting Stronger: Word Families and Digraphs	1	Word Families and Digraphs (A) CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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22	Getting Stronger: Word Families and Digraphs	1	Word Families and Digraphs (A) CCSS.ELA-Literacy.RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
22	Getting Stronger: Word Families and Digraphs	2	Word Families and Digraphs (B) CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
22	Getting Stronger: Word Families and Digraphs	2	Word Families and Digraphs (B) CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
22	Getting Stronger: Word Families and Digraphs	3	Word Families and Digraphs (C) CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
22	Getting Stronger: Word Families and Digraphs	3	Word Families and Digraphs (C) CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
22	Getting Stronger: Word Families and Digraphs	3	Word Families and Digraphs (C) CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
22	Getting Stronger: Word Families and Digraphs	3	Word Families and Digraphs (C) CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
22	Getting Stronger: Word Families and Digraphs	4	Word Families and Digraphs (D) CCSS.ELA-Literacy.RF.K.1b	Demonstrate understanding of the organization and basic features of print. Recognize that spoken words are represented in written language by specific sequences of letters.
22	Getting Stronger: Word Families and Digraphs	4	Word Families and Digraphs (D) CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
22	Getting Stronger: Word Families and Digraphs	4	Word Families and Digraphs (D) CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
22	Getting Stronger: Word Families and Digraphs	4	Word Families and Digraphs (D) CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
22	Getting Stronger: Word Families and Digraphs	5	Unit Review: Word Families and Digraphs CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

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22	Getting Stronger: Word Families and Digraphs	5	Unit Review: Word Families and Digraphs	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
23	Digraphs wh and ch	1	Digraph wh (A)	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
23	Digraphs wh and ch	1	Digraph wh (A)	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
23	Digraphs wh and ch	1	Digraph wh (A)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
23	Digraphs wh and ch	2	Digraph wh (B)	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
23	Digraphs wh and ch	2	Digraph wh (B)	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
23	Digraphs wh and ch	2	Digraph wh (B)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
23	Digraphs wh and ch	2	Digraph wh (B)	CCSS.ELA-Literacy.RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
23	Digraphs wh and ch	3	Digraph ch (A)	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
23	Digraphs wh and ch	3	Digraph ch (A)	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
23	Digraphs wh and ch	3	Digraph ch (A)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
23	Digraphs wh and ch	3	Digraph ch (A)	CCSS.ELA-Literacy.RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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23	Digraphs wh and ch	4	Digraph ch (B) CCSS.ELA-Literacy.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.
23	Digraphs wh and ch	4	Digraph ch (B) CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
23	Digraphs wh and ch	4	Digraph ch (B) CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
23	Digraphs wh and ch	4	Digraph ch (B) CCSS.ELA-Literacy.RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
23	Digraphs wh and ch	5	Unit Review: Digraphs wh and ch CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
23	Digraphs wh and ch	5	Unit Review: Digraphs wh and ch CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
24	Getting Stronger: Digraphs	1	Digraphs (A) CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
24	Getting Stronger: Digraphs	1	Digraphs (A) CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
24	Getting Stronger: Digraphs	1	Digraphs (A) CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
24	Getting Stronger: Digraphs	2	Digraphs (B) CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
24	Getting Stronger: Digraphs	2	Digraphs (B) CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
24	Getting Stronger: Digraphs	2	Digraphs (B) CCSS.ELA-Literacy.RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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24	Getting Stronger: Digraphs	3	Digraphs (C)	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
24	Getting Stronger: Digraphs	3	Digraphs (C)	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
24	Getting Stronger: Digraphs	3	Digraphs (C)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
24	Getting Stronger: Digraphs	4	Digraphs (D)	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
24	Getting Stronger: Digraphs	4	Digraphs (D)	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
24	Getting Stronger: Digraphs	4	Digraphs (D)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
24	Getting Stronger: Digraphs	5	Unit Review: Digraphs	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
24	Getting Stronger: Digraphs	5	Unit Review: Digraphs	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
25	Word Families with -tch and -ck	1	Word Family -atch	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
25	Word Families with -tch and -ck	1	Word Family -atch	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
25	Word Families with -tch and -ck	1	Word Family -atch	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
25	Word Families with -tch and -ck	1	Word Family -atch	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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25	Word Families with -tch and -ck	1	Word Family -atch	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
25	Word Families with -tch and -ck	2	Other -tch Word Families	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
25	Word Families with -tch and -ck	2	Other -tch Word Families	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
25	Word Families with -tch and -ck	2	Other -tch Word Families	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
25	Word Families with -tch and -ck	2	Other -tch Word Families	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
25	Word Families with -tch and -ck	2	Other -tch Word Families	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
25	Word Families with -tch and -ck	3	Word Family -ock	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
25	Word Families with -tch and -ck	3	Word Family -ock	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
25	Word Families with -tch and -ck	3	Word Family -ock	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
25	Word Families with -tch and -ck	3	Word Family -ock	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
25	Word Families with -tch and -ck	4	Other -ck Word Families	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
25	Word Families with -tch and -ck	4	Other -ck Word Families	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

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25	Word Families with -tch and -ck	4	Other -ck Word Families	CCSS.ELA-Literacy.RF.K.3b	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>
25	Word Families with -tch and -ck	4	Other -ck Word Families	CCSS.ELA-Literacy.RF.K.3c	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>
25	Word Families with -tch and -ck	5	Unit Review: Word Families with -tch and -ck	CCSS.ELA-Literacy.L.K.2d	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
25	Word Families with -tch and -ck	5	Unit Review: Word Families with -tch and -ck	CCSS.ELA-Literacy.RF.K.2d	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p>
25	Word Families with -tch and -ck	5	Unit Review: Word Families with -tch and -ck	CCSS.ELA-Literacy.RF.K.3a	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>
26	Getting Stronger: Review Letters and Sounds	1	Letters and Sounds (A)	CCSS.ELA-Literacy.RF.K.3a	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>
26	Getting Stronger: Review Letters and Sounds	1	Letters and Sounds (A)	CCSS.ELA-Literacy.RF.K.3b	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>
26	Getting Stronger: Review Letters and Sounds	1	Letters and Sounds (A)	CCSS.ELA-Literacy.RF.K.3c	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>
26	Getting Stronger: Review Letters and Sounds	2	Letters and Sounds (B)	CCSS.ELA-Literacy.RF.K.1b	<p>Demonstrate understanding of the organization and basic features of print.</p> <p>Recognize that spoken words are represented in written language by specific sequences of letters.</p>
26	Getting Stronger: Review Letters and Sounds	2	Letters and Sounds (B)	CCSS.ELA-Literacy.RF.K.3a	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>
26	Getting Stronger: Review Letters and Sounds	2	Letters and Sounds (B)	CCSS.ELA-Literacy.RF.K.3c	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>
26	Getting Stronger: Review Letters and Sounds	3	Letters and Sounds (C)	CCSS.ELA-Literacy.RF.K.1d	<p>Demonstrate understanding of the organization and basic features of print.</p> <p>Recognize and name all upper- and lowercase letters of the alphabet.</p>

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26	Getting Stronger: Review Letters and Sounds	3	Letters and Sounds (C)	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
26	Getting Stronger: Review Letters and Sounds	3	Letters and Sounds (C)	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
26	Getting Stronger: Review Letters and Sounds	3	Letters and Sounds (C)	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
26	Getting Stronger: Review Letters and Sounds	3	Letters and Sounds (C)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
26	Getting Stronger: Review Letters and Sounds	4	Letters and Sounds (D)	CCSS.ELA-Literacy.RF.K.1b	Demonstrate understanding of the organization and basic features of print. Recognize that spoken words are represented in written language by specific sequences of letters.
26	Getting Stronger: Review Letters and Sounds	4	Letters and Sounds (D)	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
26	Getting Stronger: Review Letters and Sounds	4	Letters and Sounds (D)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
26	Getting Stronger: Review Letters and Sounds	4	Letters and Sounds (D)	CCSS.ELA-Literacy.RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
26	Getting Stronger: Review Letters and Sounds	5	Unit Review: Letters and Sounds	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
26	Getting Stronger: Review Letters and Sounds	5	Unit Review: Letters and Sounds	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
27	Word Families with Long and Short Vowels a and e	1	Word Families –am and –ame	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
27	Word Families with Long and Short Vowels a and e	1	Word Families –am and –ame	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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27	Word Families with Long and Short Vowels a and e	1	Word Families –am and –ame CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
27	Word Families with Long and Short Vowels a and e	2	Word Families –at and –ate CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
27	Word Families with Long and Short Vowels a and e	2	Word Families –at and –ate CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
27	Word Families with Long and Short Vowels a and e	2	Word Families –at and –ate CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
27	Word Families with Long and Short Vowels a and e	2	Word Families –at and –ate CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
27	Word Families with Long and Short Vowels a and e	3	Word Families with Long and Short e CCSS.ELA-Literacy.RF.K.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
27	Word Families with Long and Short Vowels a and e	3	Word Families with Long and Short e CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
27	Word Families with Long and Short Vowels a and e	3	Word Families with Long and Short e CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
27	Word Families with Long and Short Vowels a and e	4	Review Word Families with Long and Short Vowels a and e CCSS.ELA-Literacy.RF.K.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
27	Word Families with Long and Short Vowels a and e	4	Review Word Families with Long and Short Vowels a and e CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
27	Word Families with Long and Short Vowels a and e	4	Review Word Families with Long and Short Vowels a and e CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
27	Word Families with Long and Short Vowels a and e	4	Review Word Families with Long and Short Vowels a and e CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
27	Word Families with Long and Short Vowels a and e	5	Unit Review: Word Families with Long and Short Vowels a and e CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
27	Word Families with Long and Short Vowels a and e	5	Unit Review: Word Families with Long and Short Vowels a and e CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Attachment 28 - ACAD				
28	Getting Stronger: Long and Short Vowel Word Families	1	Long and Short Vowel Word Families (A) CCSS.ELA-Literacy.L.K.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
28	Getting Stronger: Long and Short Vowel Word Families	1	Long and Short Vowel Word Families (A) CCSS.ELA-Literacy.L.K.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Recognize and name end punctuation.
28	Getting Stronger: Long and Short Vowel Word Families	1	Long and Short Vowel Word Families (A) CCSS.ELA-Literacy.L.K.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
28	Getting Stronger: Long and Short Vowel Word Families	1	Long and Short Vowel Word Families (A) CCSS.ELA-Literacy.RF.K.1b	Demonstrate understanding of the organization and basic features of print. Recognize that spoken words are represented in written language by specific sequences of letters.
28	Getting Stronger: Long and Short Vowel Word Families	1	Long and Short Vowel Word Families (A) CCSS.ELA-Literacy.RF.K.1c	Demonstrate understanding of the organization and basic features of print. Understand that words are separated by spaces in print.
28	Getting Stronger: Long and Short Vowel Word Families	1	Long and Short Vowel Word Families (A) CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
28	Getting Stronger: Long and Short Vowel Word Families	1	Long and Short Vowel Word Families (A) CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
28	Getting Stronger: Long and Short Vowel Word Families	1	Long and Short Vowel Word Families (A) CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
28	Getting Stronger: Long and Short Vowel Word Families	1	Long and Short Vowel Word Families (A) CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
28	Getting Stronger: Long and Short Vowel Word Families	2	Long and Short Vowel Word Families (B) CCSS.ELA-Literacy.L.K.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
28	Getting Stronger: Long and Short Vowel Word Families	2	Long and Short Vowel Word Families (B) CCSS.ELA-Literacy.L.K.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Recognize and name end punctuation.
28	Getting Stronger: Long and Short Vowel Word Families	2	Long and Short Vowel Word Families (B) CCSS.ELA-Literacy.RF.K.1b	Demonstrate understanding of the organization and basic features of print. Recognize that spoken words are represented in written language by specific sequences of letters.
28	Getting Stronger: Long and Short Vowel Word Families	2	Long and Short Vowel Word Families (B) CCSS.ELA-Literacy.RF.K.1c	Demonstrate understanding of the organization and basic features of print. Understand that words are separated by spaces in print.
28	Getting Stronger: Long and Short Vowel Word Families	2	Long and Short Vowel Word Families (B) CCSS.ELA-Literacy.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.

Attachment 28 - ACAD				
28	Getting Stronger: Long and Short Vowel Word Families	2	Long and Short Vowel Word Families (B)	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
28	Getting Stronger: Long and Short Vowel Word Families	2	Long and Short Vowel Word Families (B)	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
28	Getting Stronger: Long and Short Vowel Word Families	2	Long and Short Vowel Word Families (B)	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
28	Getting Stronger: Long and Short Vowel Word Families	2	Long and Short Vowel Word Families (B)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
28	Getting Stronger: Long and Short Vowel Word Families	2	Long and Short Vowel Word Families (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
28	Getting Stronger: Long and Short Vowel Word Families	3	Long and Short Vowel Word Families (C)	CCSS.ELA-Literacy.L.K.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
28	Getting Stronger: Long and Short Vowel Word Families	3	Long and Short Vowel Word Families (C)	CCSS.ELA-Literacy.RF.K.1c Demonstrate understanding of the organization and basic features of print. Understand that words are separated by spaces in print.
28	Getting Stronger: Long and Short Vowel Word Families	3	Long and Short Vowel Word Families (C)	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
28	Getting Stronger: Long and Short Vowel Word Families	3	Long and Short Vowel Word Families (C)	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
28	Getting Stronger: Long and Short Vowel Word Families	3	Long and Short Vowel Word Families (C)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
28	Getting Stronger: Long and Short Vowel Word Families	4	Long and Short Vowel Word Families (D)	CCSS.ELA-Literacy.L.K.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
28	Getting Stronger: Long and Short Vowel Word Families	4	Long and Short Vowel Word Families (D)	CCSS.ELA-Literacy.RF.K.1c Demonstrate understanding of the organization and basic features of print. Understand that words are separated by spaces in print.
28	Getting Stronger: Long and Short Vowel Word Families	4	Long and Short Vowel Word Families (D)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
28	Getting Stronger: Long and Short Vowel Word Families	4	Long and Short Vowel Word Families (D)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.

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28	Getting Stronger: Long and Short Vowel Word Families	5	Unit Review: Long and Short Vowel Word Families	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
28	Getting Stronger: Long and Short Vowel Word Families	5	Unit Review: Long and Short Vowel Word Families	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
29	Word Families with Long and Short Vowels i and o	1	Word Families –id and –ide	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
29	Word Families with Long and Short Vowels i and o	1	Word Families –id and –ide	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
29	Word Families with Long and Short Vowels i and o	1	Word Families –id and –ide	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
29	Word Families with Long and Short Vowels i and o	2	Word Families –in and –ine	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
29	Word Families with Long and Short Vowels i and o	2	Word Families –in and –ine	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
29	Word Families with Long and Short Vowels i and o	2	Word Families –in and –ine	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
29	Word Families with Long and Short Vowels i and o	2	Word Families –in and –ine	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
29	Word Families with Long and Short Vowels i and o	3	Word Families –op and –ope	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
29	Word Families with Long and Short Vowels i and o	3	Word Families –op and –ope	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
29	Word Families with Long and Short Vowels i and o	3	Word Families –op and –ope	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
29	Word Families with Long and Short Vowels i and o	3	Word Families –op and –ope	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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29	Word Families with Long and Short Vowels i and o	4	Review Word Families with Long and Short Vowels i and o	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
29	Word Families with Long and Short Vowels i and o	4	Review Word Families with Long and Short Vowels i and o	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
29	Word Families with Long and Short Vowels i and o	4	Review Word Families with Long and Short Vowels i and o	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
29	Word Families with Long and Short Vowels i and o	5	Unit Review: Word Families with Long and Short Vowels i and o	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
29	Word Families with Long and Short Vowels i and o	5	Unit Review: Word Families with Long and Short Vowels i and o	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
30	Getting Stronger: More Long and Short Vowel Word Families	1	More Long and Short Vowel Word Families (A)	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
30	Getting Stronger: More Long and Short Vowel Word Families	1	More Long and Short Vowel Word Families (A)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
30	Getting Stronger: More Long and Short Vowel Word Families	2	More Long and Short Vowel Word Families (B)	CCSS.ELA-Literacy.RF.K.1b Demonstrate understanding of the organization and basic features of print. Recognize that spoken words are represented in written language by specific sequences of letters.
30	Getting Stronger: More Long and Short Vowel Word Families	2	More Long and Short Vowel Word Families (B)	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
30	Getting Stronger: More Long and Short Vowel Word Families	2	More Long and Short Vowel Word Families (B)	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
30	Getting Stronger: More Long and Short Vowel Word Families	2	More Long and Short Vowel Word Families (B)	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
30	Getting Stronger: More Long and Short Vowel Word Families	2	More Long and Short Vowel Word Families (B)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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30	Getting Stronger: More Long and Short Vowel Word Families	2	More Long and Short Vowel Word Families (B)	CCSS.ELA-Literacy.RF.K.3d Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
30	Getting Stronger: More Long and Short Vowel Word Families	2	More Long and Short Vowel Word Families (B)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
30	Getting Stronger: More Long and Short Vowel Word Families	3	More Long and Short Vowel Word Families (C)	CCSS.ELA-Literacy.L.K.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
30	Getting Stronger: More Long and Short Vowel Word Families	3	More Long and Short Vowel Word Families (C)	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
30	Getting Stronger: More Long and Short Vowel Word Families	3	More Long and Short Vowel Word Families (C)	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
30	Getting Stronger: More Long and Short Vowel Word Families	3	More Long and Short Vowel Word Families (C)	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
30	Getting Stronger: More Long and Short Vowel Word Families	3	More Long and Short Vowel Word Families (C)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
30	Getting Stronger: More Long and Short Vowel Word Families	4	More Long and Short Vowel Word Families (D)	CCSS.ELA-Literacy.L.K.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
30	Getting Stronger: More Long and Short Vowel Word Families	4	More Long and Short Vowel Word Families (D)	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
30	Getting Stronger: More Long and Short Vowel Word Families	4	More Long and Short Vowel Word Families (D)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
30	Getting Stronger: More Long and Short Vowel Word Families	4	More Long and Short Vowel Word Families (D)	CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.
30	Getting Stronger: More Long and Short Vowel Word Families	5	Unit Review: More Long and Short Vowel Word Families	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
30	Getting Stronger: More Long and Short Vowel Word Families	5	Unit Review: More Long and Short Vowel Word Families	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
31	Endings –s and –es	1	Ending –s (A)	CCSS.ELA-Literacy.L.K.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

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31	Endings –s and –es	1	Ending –s (A)	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
31	Endings –s and –es	1	Ending –s (A)	CCSS.ELA-Literacy.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.
31	Endings –s and –es	1	Ending –s (A)	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
31	Endings –s and –es	1	Ending –s (A)	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
31	Endings –s and –es	1	Ending –s (A)	CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
31	Endings –s and –es	1	Ending –s (A)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
31	Endings –s and –es	2	Ending –s (B)	CCSS.ELA-Literacy.L.K.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
31	Endings –s and –es	2	Ending –s (B)	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
31	Endings –s and –es	2	Ending –s (B)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
31	Endings –s and –es	2	Ending –s (B)	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
31	Endings –s and –es	3	Ending –es (A)	CCSS.ELA-Literacy.L.K.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
31	Endings –s and –es	3	Ending –es (A)	CCSS.ELA-Literacy.L.K.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
31	Endings –s and –es	3	Ending –es (A)	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Attachment 28 - ACAD				
31	Endings –s and –es	3	Ending –es (A) CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
31	Endings –s and –es	3	Ending –es (A) CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
31	Endings –s and –es	4	Ending –es (B) CCSS.ELA-Literacy.L.K.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
31	Endings –s and –es	4	Ending –es (B) CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
31	Endings –s and –es	4	Ending –es (B) CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
31	Endings –s and –es	4	Ending –es (B) CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
31	Endings –s and –es	5	Unit Review: Endings –s and –es CCSS.ELA-Literacy.L.K.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
31	Endings –s and –es	5	Unit Review: Endings –s and –es CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
31	Endings –s and –es	5	Unit Review: Endings –s and –es CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
32	Getting Stronger: Vowels	1	Vowels (A) CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
32	Getting Stronger: Vowels	1	Vowels (A) CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
32	Getting Stronger: Vowels	2	Vowels (B) CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
32	Getting Stronger: Vowels	2	Vowels (B) CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

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32	Getting Stronger: Vowels	2	Vowels (B) CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
32	Getting Stronger: Vowels	2	Vowels (B) CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
32	Getting Stronger: Vowels	2	Vowels (B) CCSS.ELA-Literacy.RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
32	Getting Stronger: Vowels	2	Vowels (B) CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
32	Getting Stronger: Vowels	3	Vowels (C) CCSS.ELA-Literacy.L.K.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
32	Getting Stronger: Vowels	3	Vowels (C) CCSS.ELA-Literacy.RF.K.1b	Demonstrate understanding of the organization and basic features of print. Recognize that spoken words are represented in written language by specific sequences of letters.
32	Getting Stronger: Vowels	3	Vowels (C) CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
32	Getting Stronger: Vowels	3	Vowels (C) CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
32	Getting Stronger: Vowels	3	Vowels (C) CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
32	Getting Stronger: Vowels	3	Vowels (C) CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
32	Getting Stronger: Vowels	3	Vowels (C) CCSS.ELA-Literacy.RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
32	Getting Stronger: Vowels	4	Vowels (D) CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
32	Getting Stronger: Vowels	4	Vowels (D) CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

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32	Getting Stronger: Vowels	4	Vowels (D) CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
32	Getting Stronger: Vowels	4	Vowels (D) CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
32	Getting Stronger: Vowels	4	Vowels (D) CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
32	Getting Stronger: Vowels	5	Unit Review: Vowels CCSS.ELA-Literacy.L.K.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
32	Getting Stronger: Vowels	5	Unit Review: Vowels CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
33	Endings -ff, -ll, -ss, and -zz	1	Endings -ff, -ll, -ss, and -zz (A) CCSS.ELA-Literacy.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Blend and segment onsets and rimes of single-syllable spoken words.
33	Endings -ff, -ll, -ss, and -zz	1	Endings -ff, -ll, -ss, and -zz (A) CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
33	Endings -ff, -ll, -ss, and -zz	1	Endings -ff, -ll, -ss, and -zz (A) CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
33	Endings -ff, -ll, -ss, and -zz	1	Endings -ff, -ll, -ss, and -zz (A) CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
33	Endings -ff, -ll, -ss, and -zz	1	Endings -ff, -ll, -ss, and -zz (A) CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
33	Endings -ff, -ll, -ss, and -zz	1	Endings -ff, -ll, -ss, and -zz (A) CCSS.ELA-Literacy.RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
33	Endings -ff, -ll, -ss, and -zz	2	Endings -ff, -ll, -ss, and -zz (B) CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
33	Endings -ff, -ll, -ss, and -zz	2	Endings -ff, -ll, -ss, and -zz (B) CCSS.ELA-Literacy.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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33	Endings -ff, -ll, -ss, and -zz		2	Endings -ff, -ll, -ss, and -zz (B)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
33	Endings -ff, -ll, -ss, and -zz		3	Ending -all	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
33	Endings -ff, -ll, -ss, and -zz		3	Ending -all	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
33	Endings -ff, -ll, -ss, and -zz		3	Ending -all	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
33	Endings -ff, -ll, -ss, and -zz		3	Ending -all	CCSS.ELA-Literacy.RF.K.3d Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
33	Endings -ff, -ll, -ss, and -zz		4	Endings -ff, -ll, -ss, and -zz (C)	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
33	Endings -ff, -ll, -ss, and -zz		4	Endings -ff, -ll, -ss, and -zz (C)	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
33	Endings -ff, -ll, -ss, and -zz		4	Endings -ff, -ll, -ss, and -zz (C)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
33	Endings -ff, -ll, -ss, and -zz		4	Endings -ff, -ll, -ss, and -zz (C)	CCSS.ELA-Literacy.RF.K.3d Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
33	Endings -ff, -ll, -ss, and -zz		5	Unit Review: Endings -ff, -ll, -ss, and -zz	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
34	Getting Stronger: Vowels, Plurals, and Word Families		1	Vowels, Plurals, and Word Families (A)	CCSS.ELA-Literacy.L.K.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Recognize and name end punctuation.
34	Getting Stronger: Vowels, Plurals, and Word Families		1	Vowels, Plurals, and Word Families (A)	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

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34	Getting Stronger: Vowels, Plurals, and Word Families	1	Vowels, Plurals, and Word Families (A)	CCSS.ELA-Literacy.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
34	Getting Stronger: Vowels, Plurals, and Word Families	1	Vowels, Plurals, and Word Families (A)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
34	Getting Stronger: Vowels, Plurals, and Word Families	2	Vowels, Plurals, and Word Families (B)	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
34	Getting Stronger: Vowels, Plurals, and Word Families	2	Vowels, Plurals, and Word Families (B)	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
34	Getting Stronger: Vowels, Plurals, and Word Families	2	Vowels, Plurals, and Word Families (B)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
34	Getting Stronger: Vowels, Plurals, and Word Families	3	Vowels, Plurals, and Word Families (C)	CCSS.ELA-Literacy.RF.K.1b	Demonstrate understanding of the organization and basic features of print. Recognize that spoken words are represented in written language by specific sequences of letters.
34	Getting Stronger: Vowels, Plurals, and Word Families	3	Vowels, Plurals, and Word Families (C)	CCSS.ELA-Literacy.RF.K.1c	Demonstrate understanding of the organization and basic features of print. Understand that words are separated by spaces in print.
34	Getting Stronger: Vowels, Plurals, and Word Families	3	Vowels, Plurals, and Word Families (C)	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
34	Getting Stronger: Vowels, Plurals, and Word Families	3	Vowels, Plurals, and Word Families (C)	CCSS.ELA-Literacy.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
34	Getting Stronger: Vowels, Plurals, and Word Families	3	Vowels, Plurals, and Word Families (C)	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
34	Getting Stronger: Vowels, Plurals, and Word Families	3	Vowels, Plurals, and Word Families (C)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
34	Getting Stronger: Vowels, Plurals, and Word Families	4	Vowels, Plurals, and Word Families (D)	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
34	Getting Stronger: Vowels, Plurals, and Word Families	4	Vowels, Plurals, and Word Families (D)	CCSS.ELA-Literacy.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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34	Getting Stronger: Vowels, Plurals, and Word Families	5	Unit Review: Vowels, Plurals, and Word Families	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
35	Compound Words	1	Compound Words (A)	CCSS.ELA-Literacy.RF.K.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
35	Compound Words	2	Compound Words (B)	CCSS.ELA-Literacy.RF.K.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
35	Compound Words	3	Compound Words (C)	CCSS.ELA-Literacy.RF.K.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
35	Compound Words	4	Compound Words (D)	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
35	Compound Words	4	Compound Words (D)	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
35	Compound Words	5	Unit Review: Compound Words	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
36	Letters & Sounds, Words, and Sentences	1	Review Letters and Sounds (A)	CCSS.ELA-Literacy.L.K.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
36	Letters & Sounds, Words, and Sentences	1	Review Letters and Sounds (A)	CCSS.ELA-Literacy.RF.K.3c Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
36	Letters & Sounds, Words, and Sentences	2	Review Letters and Sounds (B)	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
36	Letters & Sounds, Words, and Sentences	3	Letters, Words, and Sentences (A)	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
36	Letters & Sounds, Words, and Sentences	3	Letters, Words, and Sentences (A)	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
36	Letters & Sounds, Words, and Sentences	3	Letters, Words, and Sentences (A)	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

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36	Letters & Sounds, Words, and Sentences	3	Letters, Words, and Sentences (A)	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
36	Letters & Sounds, Words, and Sentences	3	Letters, Words, and Sentences (A)	CCSS.ELA-Literacy.RF.K.3b Know and apply grade-level phonics and word analysis skills in decoding words. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
36	Letters & Sounds, Words, and Sentences	4	Letters, Words, and Sentences (B)	CCSS.ELA-Literacy.L.K.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I.
36	Letters & Sounds, Words, and Sentences	5	Unit Review: Letters & Sounds, Words, and Sentences	CCSS.ELA-Literacy.RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.



**Common Core Grade One English Language Arts Standards
Attachment 28 - ACAP
Compared to ELA 1 E1/ED**



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Kindness Is Important	2	"The Dog and His Bone" (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
1	Kindness Is Important	3	"The Dog and His Bone" (B)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
1	Kindness Is Important	5	"King Midas" (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
1	Kindness Is Important	6	"King Midas" (B)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
1	Kindness Is Important	7	"King Midas" (C)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
1	Kindness Is Important	8	Showing Kindness (A)	CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
1	Kindness Is Important	9	Showing Kindness (B)	CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
1	Kindness Is Important	12	Kindness Is Important Wrap-Up	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
2	All About Foxes	1	"Facts About Foxes" (A)	CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
2	All About Foxes	4	How to Find a Fox (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
2	All About Foxes	6	Fox Is Late (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
2	All About Foxes	7	Fox Is Late (B)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
3	Worldly Wisdom	4	"Stone Soup" (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
5	Up in the Sky	1	"Shedding Light on Rainbows" (A)	CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
5	Up in the Sky	2	"Shedding Light on Rainbows" (B)	CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
5	Up in the Sky	4	Sun (A)	CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
5	Up in the Sky	7	The Amazing Planet Earth (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
5	Up in the Sky	9	Here Comes the Sun (A)	CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
5	Up in the Sky	10	Here Comes the Sun (B)	CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
6	Lessons to Learn	1	"The Poor Man's Reward" (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
6	Lessons to Learn	4	"The Water of Life" (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
6	Lessons to Learn	5	"The Water of Life" (B)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
6	Lessons to Learn	8	"The Wonderful Brocade" (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
6	Lessons to Learn	9	"The Wonderful Brocade" (B)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.

7	In Space	1	"By the Light of the Moon" (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
7	In Space	3	Planets (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
7	In Space	5	"The Eagle on the Moon" (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
7	In Space	8	"Women in Space" (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
7	In Space	10	"Dreaming of the Stars" (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
8	Cats	1	"Cool Cats" (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
8	Cats	2	"Cool Cats" (B)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
8	Cats	4	Pete the Cat and the Tip-Top Tree House (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
8	Cats	7	Cats Are Fun (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
8	Cats	8	Cats Are Fun (B)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
10	Little People Can Do Big Things	1	Kamala and Maya's Big Idea (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
10	Little People Can Do Big Things	2	Kamala and Maya's Big Idea (B)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
10	Little People Can Do Big Things	4	Last Stop on Market Street (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
10	Little People Can Do Big Things	5	Last Stop on Market Street (B)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
10	Little People Can Do Big Things	8	Everyday Superheroes (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
10	Little People Can Do Big Things	9	Everyday Superheroes (B)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
11	Lunch!	1	Dragons Love Tacos (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
11	Lunch!	2	Dragons Love Tacos (B)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
11	Lunch!	3	Dragons Love Tacos (C)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
11	Lunch!	5	Pete the Cat: Pete's Big Lunch (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
11	Lunch!	6	Pete the Cat: Pete's Big Lunch (B)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
12	The Dungy Family	1	Ruby's New Home (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
12	The Dungy Family	2	Ruby's New Home (B)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
12	The Dungy Family	4	Here Comes the Parade! (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
12	The Dungy Family	5	Here Comes the Parade! (B)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.

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12	The Dungy Family	7	The Dungy Family	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
13	Animal Antics	1	"The Camel and the Pig" (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
13	Animal Antics	3	"Heron and Hummingbird" (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
13	Animal Antics	6	Fox the Tiger (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
13	Animal Antics	7	Fox the Tiger (B)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
14	Inventions	1	"Ben Franklin, American Inventor" (A)	CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
14	Inventions	3	"Inventors in the Kitchen" (A)	CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
14	Inventions	6	"Robert's Rockets" (A)	CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
14	Inventions	8	"Stephanie Kwolek's Amazing Invention" (A)	CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
16	Unlikely Friends	1	Frog and Toad Are Friends (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
16	Unlikely Friends	2	Frog and Toad Are Friends (B)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
16	Unlikely Friends	3	Frog and Toad Are Friends (C)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
16	Unlikely Friends	4	Best Friends: The True Story of Owen and Mzee (A)	CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
16	Unlikely Friends	7	Stick and Stone (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
16	Unlikely Friends	8	Stick and Stone (B)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
17	Earth Is Our Home	1	Earth Day (A)	CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
17	Earth Is Our Home	2	Earth Day (B)	CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
17	Earth Is Our Home	4	"Green Inventions" (A)	CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
17	Earth Is Our Home	7	Take Care of the Earth Every Day (A)	CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
17	Earth Is Our Home	9	All Around Me, I See (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
18	Animals of the Woods	1	"Little Bears" (A)	CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
18	Animals of the Woods	4	"Hunters of the Night" (A)	CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
18	Animals of the Woods	6	Good-Night, Owl! (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
18	Animals of the Woods	7	Good-Night, Owl! (B)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
19	Let's Put On a Show	1	The Hummingbird and the Butterfly (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.

19	Let's Put On a Show	2	The Hummingbird and the Girl (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
19	Let's Put On a Show	4	The Lion and the Mouse (A)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
19	Let's Put On a Show	5	The Lion and the Mouse (B)	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
19	Let's Put On a Show	7	Let's Put On a Show Wrap-Up	CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.

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Common Core Grade One English Language Arts Standards
Attachment 28 - ACAJ
Compared to Phonics 1 E1/ED



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Look Back: Sounds /ă/, /ô/, and /ÿ/	1	Look Back: Sound /ă/	CCSS.ELA-Literacy.RF.1.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
1	Look Back: Sounds /ă/, /ô/, and /ÿ/	2	Look Back: Sound /ô/	CCSS.ELA-Literacy.RF.1.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
1	Look Back: Sounds /ă/, /ô/, and /ÿ/	2	Look Back: Sound /ô/	CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
1	Look Back: Sounds /ă/, /ô/, and /ÿ/	3	Look Back: Sound /ÿ/	CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
1	Look Back: Sounds /ă/, /ô/, and /ÿ/	3	Look Back: Sound /ÿ/	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
1	Look Back: Sounds /ă/, /ô/, and /ÿ/	3	Look Back: Sound /ÿ/	CCSS.ELA-Literacy.RF.1.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
1	Look Back: Sounds /ă/, /ô/, and /ÿ/	4	Look Back: Sounds /ă/, /ô/, and /ÿ/	CCSS.ELA-Literacy.RF.1.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
1	Look Back: Sounds /ă/, /ô/, and /ÿ/	4	Look Back: Sounds /ă/, /ô/, and /ÿ/	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
1	Look Back: Sounds /ă/, /ô/, and /ÿ/	5	Unit Checkpoint: Look Back: Sounds /ă/, /ô/, and /ÿ/	CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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1	Look Back: Sounds /ă/, /ô/, and /Û/	5	Unit Checkpoint: Look Back: Sounds /ă/, /ô/, and /Û/	CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
1	Look Back: Sounds /ă/, /ô/, and /Û/	5	Unit Checkpoint: Look Back: Sounds /ă/, /ô/, and /Û/	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
1	Look Back: Sounds /ă/, /ô/, and /Û/	5	Unit Checkpoint: Look Back: Sounds /ă/, /ô/, and /Û/	CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
2	Look Back: Sounds /ă/, /ë/, /î/, /ô/, and /Û/	1	Look Back: Sound /î/	CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
2	Look Back: Sounds /ă/, /ë/, /î/, /ô/, and /Û/	1	Look Back: Sound /î/	CCSS.ELA-Literacy.RF.1.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
2	Look Back: Sounds /ă/, /ë/, /î/, /ô/, and /Û/	2	Look Back: Sound /ë/	CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
2	Look Back: Sounds /ă/, /ë/, /î/, /ô/, and /Û/	2	Look Back: Sound /ë/	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
2	Look Back: Sounds /ă/, /ë/, /î/, /ô/, and /Û/	3	Look Back: Sounds /ă/, /ë/, /î/, /ô/, and /Û/ (A)	CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
2	Look Back: Sounds /ă/, /ë/, /î/, /ô/, and /Û/	3	Look Back: Sounds /ă/, /ë/, /î/, /ô/, and /Û/ (A)	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
2	Look Back: Sounds /ă/, /ë/, /î/, /ô/, and /Û/	3	Look Back: Sounds /ă/, /ë/, /î/, /ô/, and /Û/ (A)	CCSS.ELA-Literacy.RF.1.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.

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2	Look Back: Sounds /ă/, /ĕ/, /ī/, /ō/, and /ū/	3	Look Back: Sounds /ă/, /ĕ/, /ī/, /ō/, and /ū/ (A)	CCSS.ELA-Literacy.RF.K.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
2	Look Back: Sounds /ă/, /ĕ/, /ī/, /ō/, and /ū/	3	Look Back: Sounds /ă/, /ĕ/, /ī/, /ō/, and /ū/ (A)	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
2	Look Back: Sounds /ă/, /ĕ/, /ī/, /ō/, and /ū/	4	Look Back: Sounds /ă/, /ĕ/, /ī/, /ō/, and /ū/ (B)	CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
2	Look Back: Sounds /ă/, /ĕ/, /ī/, /ō/, and /ū/	4	Look Back: Sounds /ă/, /ĕ/, /ī/, /ō/, and /ū/ (B)	CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
2	Look Back: Sounds /ă/, /ĕ/, /ī/, /ō/, and /ū/	4	Look Back: Sounds /ă/, /ĕ/, /ī/, /ō/, and /ū/ (B)	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
2	Look Back: Sounds /ă/, /ĕ/, /ī/, /ō/, and /ū/	5	Unit Checkpoint: Look Back: Sounds /ă/, /ĕ/, /ī/, /ō/, and /ū/	CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
2	Look Back: Sounds /ă/, /ĕ/, /ī/, /ō/, and /ū/	5	Unit Checkpoint: Look Back: Sounds /ă/, /ĕ/, /ī/, /ō/, and /ū/	CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
2	Look Back: Sounds /ă/, /ĕ/, /ī/, /ō/, and /ū/	5	Unit Checkpoint: Look Back: Sounds /ă/, /ĕ/, /ī/, /ō/, and /ū/	CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
3	Look Back: Digraphs sh, ch, and th	1	Look Back: Digraph sh	CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
3	Look Back: Digraphs sh, ch, and th	1	Look Back: Digraph sh	CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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3	Look Back: Digraphs sh, ch, and th	1	Look Back: Digraph sh CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
3	Look Back: Digraphs sh, ch, and th	2	Look Back: Digraph ch CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
3	Look Back: Digraphs sh, ch, and th	2	Look Back: Digraph ch CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
3	Look Back: Digraphs sh, ch, and th	3	Look Back: Digraph th CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
3	Look Back: Digraphs sh, ch, and th	3	Look Back: Digraph th CCSS.ELA-Literacy.RF.1.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
3	Look Back: Digraphs sh, ch, and th	3	Look Back: Digraph th CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
3	Look Back: Digraphs sh, ch, and th	4	Look Back: Digraphs sh, ch, and th CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
3	Look Back: Digraphs sh, ch, and th	4	Look Back: Digraphs sh, ch, and th CCSS.ELA-Literacy.RF.1.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
3	Look Back: Digraphs sh, ch, and th	4	Look Back: Digraphs sh, ch, and th CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
3	Look Back: Digraphs sh, ch, and th	5	Unit Checkpoint: Look Back: Digraphs sh, ch, and th CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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3	Look Back: Digraphs sh, ch, and th	5	Unit Checkpoint: Look Back: Digraphs sh, ch, and th	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
3	Look Back: Digraphs sh, ch, and th	5	Unit Checkpoint: Look Back: Digraphs sh, ch, and th	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
3	Look Back: Digraphs sh, ch, and th	5	Unit Checkpoint: Look Back: Digraphs sh, ch, and th	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
4	Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	1	Look Back: Digraph wh	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
4	Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	1	Look Back: Digraph wh	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
4	Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	1	Look Back: Digraph wh	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
4	Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	2	Look Back: Digraph ck	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
4	Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	2	Look Back: Digraph ck	CCSS.ELA-Literacy.RF.1.2c Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
4	Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	2	Look Back: Digraph ck	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
4	Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	3	Look Back: Trigraph tch	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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4	Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	3	Look Back: Trigraph tch	CCSS.ELA-Literacy.RF.1.1a Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
4	Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	3	Look Back: Trigraph tch	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
4	Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	3	Look Back: Trigraph tch	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
4	Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	3	Look Back: Trigraph tch	CCSS.ELA-Literacy.RF.K.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
4	Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	3	Look Back: Trigraph tch	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
4	Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	4	Look Back: Sounds, Letters, Vowels, and Digraphs	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
4	Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	4	Look Back: Sounds, Letters, Vowels, and Digraphs	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
4	Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	5	Unit Checkpoint: Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
4	Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	5	Unit Checkpoint: Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
4	Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	5	Unit Checkpoint: Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.

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4	Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels	5	Unit Checkpoint: Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels
5	Blends –nd, –ft, –lk, and –ct	1	Blend –nd
5	Blends –nd, –ft, –lk, and –ct	1	Blend –nd
5	Blends –nd, –ft, –lk, and –ct	2	Blend –ft
5	Blends –nd, –ft, –lk, and –ct	2	Blend –ft
5	Blends –nd, –ft, –lk, and –ct	2	Blend –ft
5	Blends –nd, –ft, –lk, and –ct	3	Blend –lk
5	Blends –nd, –ft, –lk, and –ct	3	Blend –lk
5	Blends –nd, –ft, –lk, and –ct	4	Blend –ct
5	Blends –nd, –ft, –lk, and –ct	4	Blend –ct

Read with sufficient accuracy and fluency to support comprehension.

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

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

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

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

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

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

Know the spelling-sound correspondences for common consonant digraphs.

Read with sufficient accuracy and fluency to support comprehension.

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

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

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

Know the spelling-sound correspondences for common consonant digraphs.

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

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

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

Know the spelling-sound correspondences for common consonant digraphs.

Attachment 28 - ACAD				
5	Blends –nd, –ft, –lk, and –ct	4	Blend –ct CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
5	Blends –nd, –ft, –lk, and –ct	5	Unit Checkpoint: Blends –nd, –ft, –lk, and –ct CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
5	Blends –nd, –ft, –lk, and –ct	5	Unit Checkpoint: Blends –nd, –ft, –lk, and –ct CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
5	Blends –nd, –ft, –lk, and –ct	5	Unit Checkpoint: Blends –nd, –ft, –lk, and –ct CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
5	Blends –nd, –ft, –lk, and –ct	5	Unit Checkpoint: Blends –nd, –ft, –lk, and –ct CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
6	Blends –lp and –lt	1	Blend –lp (A) CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
6	Blends –lp and –lt	1	Blend –lp (A) CCSS.ELA-Literacy.RF.1.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
6	Blends –lp and –lt	2	Blend –lp (B) CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
6	Blends –lp and –lt	2	Blend –lp (B) CCSS.ELA-Literacy.RF.1.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
6	Blends –lp and –lt	2	Blend –lp (B) CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Attachment 28 - ACAD				
6	Blends –lp and –lt	3	Blend –lt (A)	<p>CCSS.ELA-Literacy.L.1.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
6	Blends –lp and –lt	3	Blend –lt (A)	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p>
6	Blends –lp and –lt	3	Blend –lt (A)	<p>CCSS.ELA-Literacy.RF.K.1d</p> <p>Demonstrate understanding of the organization and basic features of print.</p> <p>Recognize and name all upper- and lowercase letters of the alphabet.</p>
6	Blends –lp and –lt	3	Blend –lt (A)	<p>CCSS.ELA-Literacy.RF.K.2a</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Recognize and produce rhyming words.</p>
6	Blends –lp and –lt	3	Blend –lt (A)	<p>CCSS.ELA-Literacy.RF.K.2b</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Count, pronounce, blend, and segment syllables in spoken words.</p>
6	Blends –lp and –lt	4	Blend –lt (B)	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
6	Blends –lp and –lt	5	Unit Checkpoint: Blends –lp and –lt	<p>CCSS.ELA-Literacy.L.1.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
6	Blends –lp and –lt	5	Unit Checkpoint: Blends –lp and –lt	<p>CCSS.ELA-Literacy.RF.1.2d</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
6	Blends –lp and –lt	5	Unit Checkpoint: Blends –lp and –lt	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p>
6	Blends –lp and –lt	5	Unit Checkpoint: Blends –lp and –lt	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
7	Blends –mp and –sp	1	Blend –mp (A)	<p>CCSS.ELA-Literacy.L.1.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

Attachment 28 - ACAD				
7	Blends –mp and –sp	1	Blend –mp (A) CCSS.ELA-Literacy.RF.1.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
7	Blends –mp and –sp	2	Blend –mp (B) CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
7	Blends –mp and –sp	2	Blend –mp (B) CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
7	Blends –mp and –sp	2	Blend –mp (B) CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
7	Blends –mp and –sp	3	Blend –sp (A) CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
7	Blends –mp and –sp	3	Blend –sp (A) CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
7	Blends –mp and –sp	4	Blend –sp (B) CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
7	Blends –mp and –sp	4	Blend –sp (B) CCSS.ELA-Literacy.RF.1.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
7	Blends –mp and –sp	4	Blend –sp (B) CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
7	Blends –mp and –sp	4	Blend –sp (B) CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Attachment 28 - ACAD				
7	Blends –mp and –sp	5	Unit Checkpoint: Blends –mp and –sp	<p>CCSS.ELA-Literacy.L.1.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
7	Blends –mp and –sp	5	Unit Checkpoint: Blends –mp and –sp	<p>CCSS.ELA-Literacy.RF.1.2d</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
7	Blends –mp and –sp	5	Unit Checkpoint: Blends –mp and –sp	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p>
7	Blends –mp and –sp	5	Unit Checkpoint: Blends –mp and –sp	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
8	Blends –sk, –st, –nt, and –nch	1	Blend –sk	<p>CCSS.ELA-Literacy.L.1.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
8	Blends –sk, –st, –nt, and –nch	1	Blend –sk	<p>CCSS.ELA-Literacy.RF.1.2d</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
8	Blends –sk, –st, –nt, and –nch	1	Blend –sk	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p>
8	Blends –sk, –st, –nt, and –nch	2	Blend –st	<p>CCSS.ELA-Literacy.RF.1.2c</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>
8	Blends –sk, –st, –nt, and –nch	2	Blend –st	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p>
8	Blends –sk, –st, –nt, and –nch	2	Blend –st	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>

				Attachment 28 - ACAD	
8	Blends –sk, –st, –nt, and –nch	3	Blend –nt	CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
8	Blends –sk, –st, –nt, and –nch	3	Blend –nt	CCSS.ELA-Literacy.RF.1.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
8	Blends –sk, –st, –nt, and –nch	3	Blend –nt	CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
8	Blends –sk, –st, –nt, and –nch	3	Blend –nt	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
8	Blends –sk, –st, –nt, and –nch	3	Blend –nt	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
8	Blends –sk, –st, –nt, and –nch	3	Blend –nt	CCSS.ELA-Literacy.RF.K.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
8	Blends –sk, –st, –nt, and –nch	3	Blend –nt	CCSS.ELA-Literacy.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
8	Blends –sk, –st, –nt, and –nch	4	Blend –nch	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
8	Blends –sk, –st, –nt, and –nch	4	Blend –nch	CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
8	Blends –sk, –st, –nt, and –nch	5	Unit Checkpoint: Blends –sk, –st, –nt, and –nch	CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Attachment 28 - ACAD				
8	Blends –sk, –st, –nt, and –nch	5	Unit Checkpoint: Blends –sk, –st, –nt, and –nch CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
8	Blends –sk, –st, –nt, and –nch	5	Unit Checkpoint: Blends –sk, –st, –nt, and –nch CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
8	Blends –sk, –st, –nt, and –nch	5	Unit Checkpoint: Blends –sk, –st, –nt, and –nch CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
9	Blends bl–, cl–, fl–, gl–, pl–, and sl–	1	Blend bl– CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
9	Blends bl–, cl–, fl–, gl–, pl–, and sl–	1	Blend bl– CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
9	Blends bl–, cl–, fl–, gl–, pl–, and sl–	2	Blend cl– CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
9	Blends bl–, cl–, fl–, gl–, pl–, and sl–	2	Blend cl– CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
9	Blends bl–, cl–, fl–, gl–, pl–, and sl–	3	Blends fl– and gl– CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
9	Blends bl–, cl–, fl–, gl–, pl–, and sl–	3	Blends fl– and gl– CCSS.ELA-Literacy.RF.1.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
9	Blends bl–, cl–, fl–, gl–, pl–, and sl–	3	Blends fl– and gl– CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Attachment 28 - ACAD				
9	Blends bl-, cl-, fl-, gl-, pl-, and sl-	3	Blends fl- and gl- CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
9	Blends bl-, cl-, fl-, gl-, pl-, and sl-	4	Blends pl- and sl- CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
9	Blends bl-, cl-, fl-, gl-, pl-, and sl-	4	Blends pl- and sl- CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
9	Blends bl-, cl-, fl-, gl-, pl-, and sl-	5	Unit Checkpoint: Blends bl-, cl-, fl-, gl-, pl-, and sl- CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
9	Blends bl-, cl-, fl-, gl-, pl-, and sl-	5	Unit Checkpoint: Blends bl-, cl-, fl-, gl-, pl-, and sl- CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
9	Blends bl-, cl-, fl-, gl-, pl-, and sl-	5	Unit Checkpoint: Blends bl-, cl-, fl-, gl-, pl-, and sl- CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
9	Blends bl-, cl-, fl-, gl-, pl-, and sl-	5	Unit Checkpoint: Blends bl-, cl-, fl-, gl-, pl-, and sl- CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
10	Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	1	Blend br- CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
10	Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	1	Blend br- CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
10	Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	2	Blends cr- and dr- CCSS.ELA-Literacy.RF.1.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

Attachment 28 - ACAD				
10	Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	2	Blends cr- and dr-	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
10	Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	2	Blends cr- and dr-	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
10	Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	2	Blends cr- and dr-	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
10	Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	3	Blends fr- and gr-	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
10	Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	3	Blends fr- and gr-	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
10	Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	3	Blends fr- and gr-	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
10	Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	3	Blends fr- and gr-	CCSS.ELA-Literacy.RF.K.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
10	Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	3	Blends fr- and gr-	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
10	Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	4	Blends pr- and tr-	CCSS.ELA-Literacy.RF.1.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
10	Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	4	Blends pr- and tr-	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Attachment 28 - ACAD				
10	Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	4	Blends pr- and tr-	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
10	Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	4	Blends pr- and tr-	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
10	Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	5	Unit Checkpoint: Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
10	Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	5	Unit Checkpoint: Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
10	Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	5	Unit Checkpoint: Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
10	Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	5	Unit Checkpoint: Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	CCSS.ELA-Literacy.RF.1.3b Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled one-syllable words.
10	Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	5	Unit Checkpoint: Blends br-, cr-, dr-, fr-, gr-, pr-, and tr-	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
11	Digraph Blends shr- and thr-	1	Digraph Blend shr- (A)	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
11	Digraph Blends shr- and thr-	1	Digraph Blend shr- (A)	CCSS.ELA-Literacy.RF.1.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
11	Digraph Blends shr- and thr-	1	Digraph Blend shr- (A)	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Attachment 28 - ACAD				
11	Digraph Blends shr– and thr–	1	Digraph Blend shr– (A) CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
11	Digraph Blends shr– and thr–	2	Digraph Blend shr– (B) CCSS.ELA-Literacy.RF.1.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
11	Digraph Blends shr– and thr–	2	Digraph Blend shr– (B) CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
11	Digraph Blends shr– and thr–	2	Digraph Blend shr– (B) CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
11	Digraph Blends shr– and thr–	3	Digraph Blend thr– (A) CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
11	Digraph Blends shr– and thr–	3	Digraph Blend thr– (A) CCSS.ELA-Literacy.RF.1.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
11	Digraph Blends shr– and thr–	3	Digraph Blend thr– (A) CCSS.ELA-Literacy.RF.1.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
11	Digraph Blends shr– and thr–	3	Digraph Blend thr– (A) CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
11	Digraph Blends shr– and thr–	4	Digraph Blend thr– (B) CCSS.ELA-Literacy.RF.1.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
11	Digraph Blends shr– and thr–	4	Digraph Blend thr– (B) CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.

Attachment 28 - ACAD				
11	Digraph Blends shr- and thr-	4	Digraph Blend thr- (B)	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
11	Digraph Blends shr- and thr-	5	Unit Checkpoint: Digraph Blends shr- and thr-	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
11	Digraph Blends shr- and thr-	5	Unit Checkpoint: Digraph Blends shr- and thr-	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
11	Digraph Blends shr- and thr-	5	Unit Checkpoint: Digraph Blends shr- and thr-	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
11	Digraph Blends shr- and thr-	5	Unit Checkpoint: Digraph Blends shr- and thr-	CCSS.ELA-Literacy.RF.1.3b Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled one-syllable words.
11	Digraph Blends shr- and thr-	5	Unit Checkpoint: Digraph Blends shr- and thr-	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
12	Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw-	1	Blends sc- and sp-	CCSS.ELA-Literacy.RF.1.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
12	Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw-	1	Blends sc- and sp-	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
12	Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw-	1	Blends sc- and sp-	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
12	Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw-	2	Blends st- and sw-	CCSS.ELA-Literacy.RF.1.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

Attachment 28 - ACAD					
12	Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw-	2	Blends st- and sw-	CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
12	Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw-	2	Blends st- and sw-	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
12	Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw-	2	Blends st- and sw-	CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
12	Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw-	3	Blends sk- and sm-	CCSS.ELA-Literacy.RF.1.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
12	Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw-	3	Blends sk- and sm-	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
12	Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw-	3	Blends sk- and sm-	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
12	Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw-	3	Blends sk- and sm-	CCSS.ELA-Literacy.RF.K.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
12	Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw-	4	Blends sn- and tw-	CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
12	Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw-	4	Blends sn- and tw-	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
12	Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw-	4	Blends sn- and tw-	CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Attachment 28 - ACAD				
12	Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw-	5	Unit Checkpoint: Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw- CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
12	Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw-	5	Unit Checkpoint: Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw- CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
12	Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw-	5	Unit Checkpoint: Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw- CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
12	Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw-	5	Unit Checkpoint: Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw- CCSS.ELA-Literacy.RF.1.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled one-syllable words.
12	Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw-	5	Unit Checkpoint: Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw- CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
13	Blends spr-, str-, squ-, scr-, and spl-	1	Blend spr- CCSS.ELA-Literacy.RF.1.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
13	Blends spr-, str-, squ-, scr-, and spl-	1	Blend spr- CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
13	Blends spr-, str-, squ-, scr-, and spl-	1	Blend spr- CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
13	Blends spr-, str-, squ-, scr-, and spl-	2	Blend str- CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
13	Blends spr-, str-, squ-, scr-, and spl-	2	Blend str- CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.

Attachment 28 - ACAD				
13	Blends spr-, str-, squ-, scr-, and spl-	2	Blend str-	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
13	Blends spr-, str-, squ-, scr-, and spl-	3	Blends squ- and scr-	<p>CCSS.ELA-Literacy.RF.1.2b</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>
13	Blends spr-, str-, squ-, scr-, and spl-	3	Blends squ- and scr-	<p>CCSS.ELA-Literacy.RF.1.2d</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
13	Blends spr-, str-, squ-, scr-, and spl-	3	Blends squ- and scr-	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p>
13	Blends spr-, str-, squ-, scr-, and spl-	4	Blend spl-	<p>CCSS.ELA-Literacy.L.1.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
13	Blends spr-, str-, squ-, scr-, and spl-	4	Blend spl-	<p>CCSS.ELA-Literacy.RF.1.2b</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>
13	Blends spr-, str-, squ-, scr-, and spl-	4	Blend spl-	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p>
13	Blends spr-, str-, squ-, scr-, and spl-	4	Blend spl-	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
13	Blends spr-, str-, squ-, scr-, and spl-	5	Unit Checkpoint: Blends spr-, str-, squ-, scr-, and spl-	<p>CCSS.ELA-Literacy.L.1.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
13	Blends spr-, str-, squ-, scr-, and spl-	5	Unit Checkpoint: Blends spr-, str-, squ-, scr-, and spl-	<p>CCSS.ELA-Literacy.RF.1.2d</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>

Attachment 28 - ACAD				
13	Blends spr-, str-, squ-, scr-, and spl-	5	Unit Checkpoint: Blends spr-, str-, squ-, scr-, and spl-	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
13	Blends spr-, str-, squ-, scr-, and spl-	5	Unit Checkpoint: Blends spr-, str-, squ-, scr-, and spl-	CCSS.ELA-Literacy.RF.1.3b Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled one-syllable words.
13	Blends spr-, str-, squ-, scr-, and spl-	5	Unit Checkpoint: Blends spr-, str-, squ-, scr-, and spl-	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
14	Words Ending in -ank, -ink, -onk, and -unk	1	Words Ending in -ank	CCSS.ELA-Literacy.RF.1.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
14	Words Ending in -ank, -ink, -onk, and -unk	1	Words Ending in -ank	CCSS.ELA-Literacy.RF.1.2c Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
14	Words Ending in -ank, -ink, -onk, and -unk	1	Words Ending in -ank	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
14	Words Ending in -ank, -ink, -onk, and -unk	1	Words Ending in -ank	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
14	Words Ending in -ank, -ink, -onk, and -unk	1	Words Ending in -ank	CCSS.ELA-Literacy.RF.1.3g Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
14	Words Ending in -ank, -ink, -onk, and -unk	2	Words Ending in -ink	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
14	Words Ending in -ank, -ink, -onk, and -unk	2	Words Ending in -ink	CCSS.ELA-Literacy.RF.1.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

Attachment 28 - ACAD				
14	Words Ending in -ank, -ink, -onk, and -unk	2	Words Ending in -ink	<p>CCSS.ELA-Literacy.RF.1.2d</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
14	Words Ending in -ank, -ink, -onk, and -unk	2	Words Ending in -ink	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.</p>
14	Words Ending in -ank, -ink, -onk, and -unk	2	Words Ending in -ink	<p>CCSS.ELA-Literacy.RF.1.3g</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.</p>
14	Words Ending in -ank, -ink, -onk, and -unk	2	Words Ending in -ink	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
14	Words Ending in -ank, -ink, -onk, and -unk	3	Words Ending in -onk and -unk	<p>CCSS.ELA-Literacy.RF.1.2b</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>
14	Words Ending in -ank, -ink, -onk, and -unk	3	Words Ending in -onk and -unk	<p>CCSS.ELA-Literacy.RF.1.2d</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
14	Words Ending in -ank, -ink, -onk, and -unk	3	Words Ending in -onk and -unk	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.</p>
14	Words Ending in -ank, -ink, -onk, and -unk	3	Words Ending in -onk and -unk	<p>CCSS.ELA-Literacy.RF.1.3g</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.</p>
14	Words Ending in -ank, -ink, -onk, and -unk	3	Words Ending in -onk and -unk	<p>CCSS.ELA-Literacy.RF.K.1d</p> <p>Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.</p>
14	Words Ending in -ank, -ink, -onk, and -unk	3	Words Ending in -onk and -unk	<p>CCSS.ELA-Literacy.RF.K.2b</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.</p>
14	Words Ending in -ank, -ink, -onk, and -unk	4	Words Ending in -ank, -ink, -onk, and -unk	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.</p>

Attachment 28 - ACAD					
14	Words Ending in -ank, -ink, -onk, and -unk	4	Words Ending in -ank, -ink, -onk, and -unk	CCSS.ELA-Literacy.RF.1.3g	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
14	Words Ending in -ank, -ink, -onk, and -unk	4	Words Ending in -ank, -ink, -onk, and -unk	CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
14	Words Ending in -ank, -ink, -onk, and -unk	5	Unit Checkpoint: Words Ending in -ank, -ink, -onk, and -unk	CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
14	Words Ending in -ank, -ink, -onk, and -unk	5	Unit Checkpoint: Words Ending in -ank, -ink, -onk, and -unk	CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
14	Words Ending in -ank, -ink, -onk, and -unk	5	Unit Checkpoint: Words Ending in -ank, -ink, -onk, and -unk	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
14	Words Ending in -ank, -ink, -onk, and -unk	5	Unit Checkpoint: Words Ending in -ank, -ink, -onk, and -unk	CCSS.ELA-Literacy.RF.1.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled one-syllable words.
14	Words Ending in -ank, -ink, -onk, and -unk	5	Unit Checkpoint: Words Ending in -ank, -ink, -onk, and -unk	CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
15	Words Ending in -ang, -ing, -ong, and -ung	1	Words Ending in -ang	CCSS.ELA-Literacy.RF.1.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
15	Words Ending in -ang, -ing, -ong, and -ung	1	Words Ending in -ang	CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
15	Words Ending in -ang, -ing, -ong, and -ung	1	Words Ending in -ang	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
15	Words Ending in -ang, -ing, -ong, and -ung	1	Words Ending in -ang	CCSS.ELA-Literacy.RF.1.3g	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.

Attachment 28 - ACAD				
15	Words Ending in -ang, -ing, -ong, and -ung	2	Words Ending in -ing CCSS.ELA-Literacy.RF.1.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
15	Words Ending in -ang, -ing, -ong, and -ung	2	Words Ending in -ing CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
15	Words Ending in -ang, -ing, -ong, and -ung	2	Words Ending in -ing CCSS.ELA-Literacy.RF.1.3g	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
15	Words Ending in -ang, -ing, -ong, and -ung	2	Words Ending in -ing CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
15	Words Ending in -ang, -ing, -ong, and -ung	3	Words Ending in -ong and -ung CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
15	Words Ending in -ang, -ing, -ong, and -ung	3	Words Ending in -ong and -ung CCSS.ELA-Literacy.RF.1.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
15	Words Ending in -ang, -ing, -ong, and -ung	3	Words Ending in -ong and -ung CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
15	Words Ending in -ang, -ing, -ong, and -ung	3	Words Ending in -ong and -ung CCSS.ELA-Literacy.RF.1.3g	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
15	Words Ending in -ang, -ing, -ong, and -ung	3	Words Ending in -ong and -ung CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
15	Words Ending in -ang, -ing, -ong, and -ung	4	Words Ending in -ang, -ing, -ong, and -ung CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
15	Words Ending in -ang, -ing, -ong, and -ung	4	Words Ending in -ang, -ing, -ong, and -ung CCSS.ELA-Literacy.RF.1.3g	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.

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15	Words Ending in -ang, -ing, -ong, and -ung	4	Words Ending in -ang, -ing, -ong, and -ung	CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
15	Words Ending in -ang, -ing, -ong, and -ung	5	Unit Checkpoint: Words Ending in -ang, -ing, -ong, and -ung	CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
15	Words Ending in -ang, -ing, -ong, and -ung	5	Unit Checkpoint: Words Ending in -ang, -ing, -ong, and -ung	CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
15	Words Ending in -ang, -ing, -ong, and -ung	5	Unit Checkpoint: Words Ending in -ang, -ing, -ong, and -ung	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
15	Words Ending in -ang, -ing, -ong, and -ung	5	Unit Checkpoint: Words Ending in -ang, -ing, -ong, and -ung	CCSS.ELA-Literacy.RF.1.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled one-syllable words.
15	Words Ending in -ang, -ing, -ong, and -ung	5	Unit Checkpoint: Words Ending in -ang, -ing, -ong, and -ung	CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	1	Silent e Spelling for Sound /ā/	CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	1	Silent e Spelling for Sound /ā/	CCSS.ELA-Literacy.RF.1.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	1	Silent e Spelling for Sound /ā/	CCSS.ELA-Literacy.RF.1.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	1	Silent e Spelling for Sound /ā/	CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	1	Silent e Spelling for Sound /ā/	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	1	Silent e Spelling for Sound /ā/	CCSS.ELA-Literacy.RF.1.3c Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	2	Silent e Spelling for Sound /ī/	CCSS.ELA-Literacy.RF.1.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	2	Silent e Spelling for Sound /ī/	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	2	Silent e Spelling for Sound /ī/	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	2	Silent e Spelling for Sound /ī/	CCSS.ELA-Literacy.RF.1.3c Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	2	Silent e Spelling for Sound /ī/	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	3	Silent e Spelling for Sound /ō/	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	3	Silent e Spelling for Sound /ō/	CCSS.ELA-Literacy.RF.1.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	3	Silent e Spelling for Sound /ō/	CCSS.ELA-Literacy.RF.1.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

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16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	3	Silent e Spelling for Sound /ō/	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	3	Silent e Spelling for Sound /ō/	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	3	Silent e Spelling for Sound /ō/	CCSS.ELA-Literacy.RF.1.3c Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	3	Silent e Spelling for Sound /ō/	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	3	Silent e Spelling for Sound /ō/	CCSS.ELA-Literacy.RF.K.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	3	Silent e Spelling for Sound /ō/	CCSS.ELA-Literacy.RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	4	Silent e Spelling for Sound /ē/	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	4	Silent e Spelling for Sound /ē/	CCSS.ELA-Literacy.RF.1.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	4	Silent e Spelling for Sound /ē/	CCSS.ELA-Literacy.RF.1.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	4	Silent e Spelling for Sound /ē/	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	4	Silent e Spelling for Sound /ē/	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	4	Silent e Spelling for Sound /ē/	CCSS.ELA-Literacy.RF.1.3c Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	4	Silent e Spelling for Sound /ē/	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	5	Unit Checkpoint: Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	5	Unit Checkpoint: Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	5	Unit Checkpoint: Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	5	Unit Checkpoint: Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	CCSS.ELA-Literacy.RF.1.3b Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled one-syllable words.
16	Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	5	Unit Checkpoint: Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
17	Silent e Spellings for Sounds /ū/ and Long Double o	1	Silent e Spelling for Sound /ū/ (A)	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
17	Silent e Spellings for Sounds /ū/ and Long Double o	1	Silent e Spelling for Sound /ū/ (A)	CCSS.ELA-Literacy.RF.1.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.

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17	Silent e Spellings for Sounds /ū/ and Long Double o	1	Silent e Spelling for Sound /ū/ (A)	CCSS.ELA-Literacy.RF.1.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
17	Silent e Spellings for Sounds /ū/ and Long Double o	1	Silent e Spelling for Sound /ū/ (A)	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
17	Silent e Spellings for Sounds /ū/ and Long Double o	1	Silent e Spelling for Sound /ū/ (A)	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
17	Silent e Spellings for Sounds /ū/ and Long Double o	1	Silent e Spelling for Sound /ū/ (A)	CCSS.ELA-Literacy.RF.1.3c Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.
17	Silent e Spellings for Sounds /ū/ and Long Double o	2	Silent e Spelling for Sound /ū/ (B)	CCSS.ELA-Literacy.RF.1.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.
17	Silent e Spellings for Sounds /ū/ and Long Double o	2	Silent e Spelling for Sound /ū/ (B)	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
17	Silent e Spellings for Sounds /ū/ and Long Double o	2	Silent e Spelling for Sound /ū/ (B)	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
17	Silent e Spellings for Sounds /ū/ and Long Double o	3	Silent e Spelling for Long Double o (A)	CCSS.ELA-Literacy.RF.1.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
17	Silent e Spellings for Sounds /ū/ and Long Double o	3	Silent e Spelling for Long Double o (A)	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
17	Silent e Spellings for Sounds /ū/ and Long Double o	3	Silent e Spelling for Long Double o (A)	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.

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17	Silent e Spellings for Sounds /ū/ and Long Double o	3	Silent e Spelling for Long Double o (A)	CCSS.ELA-Literacy.RF.1.3b Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled one-syllable words.
17	Silent e Spellings for Sounds /ū/ and Long Double o	4	Silent e Spelling for Long Double o (B)	CCSS.ELA-Literacy.RF.1.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.
17	Silent e Spellings for Sounds /ū/ and Long Double o	4	Silent e Spelling for Long Double o (B)	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
17	Silent e Spellings for Sounds /ū/ and Long Double o	5	Unit Checkpoint: Silent e Spellings for Sounds /ū/ and Long Double o	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
17	Silent e Spellings for Sounds /ū/ and Long Double o	5	Unit Checkpoint: Silent e Spellings for Sounds /ū/ and Long Double o	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
17	Silent e Spellings for Sounds /ū/ and Long Double o	5	Unit Checkpoint: Silent e Spellings for Sounds /ū/ and Long Double o	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
17	Silent e Spellings for Sounds /ū/ and Long Double o	5	Unit Checkpoint: Silent e Spellings for Sounds /ū/ and Long Double o	CCSS.ELA-Literacy.RF.1.3b Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled one-syllable words.
17	Silent e Spellings for Sounds /ū/ and Long Double o	5	Unit Checkpoint: Silent e Spellings for Sounds /ū/ and Long Double o	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
18	Sounds /ar/ and /or/	1	Sounds /ar/ and /or/ (A)	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
18	Sounds /ar/ and /or/	1	Sounds /ar/ and /or/ (A)	CCSS.ELA-Literacy.RF.1.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

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18	Sounds /ar/ and /or/	1	Sounds /ar/ and /or/ (A)	CCSS.ELA-Literacy.RF.1.2c Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
18	Sounds /ar/ and /or/	1	Sounds /ar/ and /or/ (A)	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
18	Sounds /ar/ and /or/	1	Sounds /ar/ and /or/ (A)	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
18	Sounds /ar/ and /or/	2	Sounds /ar/ and /or/ (B)	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
18	Sounds /ar/ and /or/	2	Sounds /ar/ and /or/ (B)	CCSS.ELA-Literacy.RF.1.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.
18	Sounds /ar/ and /or/	2	Sounds /ar/ and /or/ (B)	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
18	Sounds /ar/ and /or/	3	Sounds /ar/ and /or/ (C)	CCSS.ELA-Literacy.RF.1.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
18	Sounds /ar/ and /or/	3	Sounds /ar/ and /or/ (C)	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
18	Sounds /ar/ and /or/	3	Sounds /ar/ and /or/ (C)	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
18	Sounds /ar/ and /or/	3	Sounds /ar/ and /or/ (C)	CCSS.ELA-Literacy.RF.1.3b Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled one-syllable words.

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18	Sounds /ar/ and /or/	3	Sounds /ar/ and /or/ (C)	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
18	Sounds /ar/ and /or/	3	Sounds /ar/ and /or/ (C)	CCSS.ELA-Literacy.RF.K.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
18	Sounds /ar/ and /or/	4	Sounds /ar/ and /or/ (D)	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
18	Sounds /ar/ and /or/	4	Sounds /ar/ and /or/ (D)	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
18	Sounds /ar/ and /or/	5	Unit Checkpoint: Sounds /ar/ and /or/	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
18	Sounds /ar/ and /or/	5	Unit Checkpoint: Sounds /ar/ and /or/	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
18	Sounds /ar/ and /or/	5	Unit Checkpoint: Sounds /ar/ and /or/	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
18	Sounds /ar/ and /or/	5	Unit Checkpoint: Sounds /ar/ and /or/	CCSS.ELA-Literacy.RF.1.3b Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled one-syllable words.
18	Sounds /ar/ and /or/	5	Unit Checkpoint: Sounds /ar/ and /or/	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
19	Contractions and Sound /z/ Spelled s	1	Contractions	CCSS.ELA-Literacy.RF.1.2c Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
19	Contractions and Sound /z/ Spelled s	2	Sound /z/ Spelled s	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.

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19	Contractions and Sound /z/ Spelled s	2	Sound /z/ Spelled s	CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
19	Contractions and Sound /z/ Spelled s	3	Contractions and Sound /z/ Spelled s (A)	CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
19	Contractions and Sound /z/ Spelled s	3	Contractions and Sound /z/ Spelled s (A)	CCSS.ELA-Literacy.RF.1.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.
19	Contractions and Sound /z/ Spelled s	3	Contractions and Sound /z/ Spelled s (A)	CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
19	Contractions and Sound /z/ Spelled s	4	Contractions and Sound /z/ Spelled s (B)	CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
19	Contractions and Sound /z/ Spelled s	4	Contractions and Sound /z/ Spelled s (B)	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
19	Contractions and Sound /z/ Spelled s	4	Contractions and Sound /z/ Spelled s (B)	CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
19	Contractions and Sound /z/ Spelled s	5	Unit Checkpoint: Contractions and Sound /z/ Spelled s	CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
19	Contractions and Sound /z/ Spelled s	5	Unit Checkpoint: Contractions and Sound /z/ Spelled s	CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
20	Two-Syllable Words and Schwa Sound	1	Two-Syllable Words (A)	CCSS.ELA-Literacy.RF.1.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

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20	Two-Syllable Words and Schwa Sound	1	Two-Syllable Words (A)	<p>CCSS.ELA-Literacy.RF.1.3e</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p>
20	Two-Syllable Words and Schwa Sound	2	Two-Syllable Words (B)	<p>CCSS.ELA-Literacy.L.1.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
20	Two-Syllable Words and Schwa Sound	2	Two-Syllable Words (B)	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
20	Two-Syllable Words and Schwa Sound	3	Schwa Sound (A)	<p>CCSS.ELA-Literacy.RF.1.3e</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p>
20	Two-Syllable Words and Schwa Sound	3	Schwa Sound (A)	<p>CCSS.ELA-Literacy.RF.K.1d</p> <p>Demonstrate understanding of the organization and basic features of print.</p> <p>Recognize and name all upper- and lowercase letters of the alphabet.</p>
20	Two-Syllable Words and Schwa Sound	3	Schwa Sound (A)	<p>CCSS.ELA-Literacy.RF.K.2b</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Count, pronounce, blend, and segment syllables in spoken words.</p>
20	Two-Syllable Words and Schwa Sound	4	Schwa Sound (B)	<p>CCSS.ELA-Literacy.L.1.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
20	Two-Syllable Words and Schwa Sound	4	Schwa Sound (B)	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
20	Two-Syllable Words and Schwa Sound	5	Unit Checkpoint: Two-Syllable Words and Schwa Sound	<p>CCSS.ELA-Literacy.L.1.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
20	Two-Syllable Words and Schwa Sound	5	Unit Checkpoint: Two-Syllable Words and Schwa Sound	<p>CCSS.ELA-Literacy.RF.1.2d</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>

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20	Two-Syllable Words and Schwa Sound	5	Unit Checkpoint: Two-Syllable Words and Schwa Sound	<p>CCSS.ELA-Literacy.RF.1.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>
20	Two-Syllable Words and Schwa Sound	5	Unit Checkpoint: Two-Syllable Words and Schwa Sound	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
21	Endings –ing, –est, and –ed	1	Endings –ing and –est (A)	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p>
21	Endings –ing, –est, and –ed	1	Endings –ing and –est (A)	<p>CCSS.ELA-Literacy.RF.1.3e</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p>
21	Endings –ing, –est, and –ed	2	Endings –ing and –est (B)	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p>
21	Endings –ing, –est, and –ed	2	Endings –ing and –est (B)	<p>CCSS.ELA-Literacy.RF.1.3f</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read words with inflectional endings.</p>
21	Endings –ing, –est, and –ed	2	Endings –ing and –est (B)	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
21	Endings –ing, –est, and –ed	3	Ending –ed	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p>
21	Endings –ing, –est, and –ed	3	Ending –ed	<p>CCSS.ELA-Literacy.RF.1.3f</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read words with inflectional endings.</p>
21	Endings –ing, –est, and –ed	4	Endings –ing, –est, and –ed	<p>CCSS.ELA-Literacy.L.1.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

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21	Endings –ing, –est, and –ed	4	Endings –ing, –est, and –ed	CCSS.ELA-Literacy.RF.1.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
21	Endings –ing, –est, and –ed	4	Endings –ing, –est, and –ed	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
21	Endings –ing, –est, and –ed	4	Endings –ing, –est, and –ed	CCSS.ELA-Literacy.RF.1.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Read words with inflectional endings.
21	Endings –ing, –est, and –ed	4	Endings –ing, –est, and –ed	CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
21	Endings –ing, –est, and –ed	5	Unit Checkpoint: Endings –ing, –est, and –ed	CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
21	Endings –ing, –est, and –ed	5	Unit Checkpoint: Endings –ing, –est, and –ed	CCSS.ELA-Literacy.RF.1.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
21	Endings –ing, –est, and –ed	5	Unit Checkpoint: Endings –ing, –est, and –ed	CCSS.ELA-Literacy.RF.1.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
21	Endings –ing, –est, and –ed	5	Unit Checkpoint: Endings –ing, –est, and –ed	CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
22	Consonant Ending –le and Digraph ph	1	Consonant Ending –le (A)	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
22	Consonant Ending –le and Digraph ph	2	Consonant Ending –le (B)	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.

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22	Consonant Ending –le and Digraph ph	2	Consonant Ending –le (B)	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
22	Consonant Ending –le and Digraph ph	3	Digraph ph (A)	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p>
22	Consonant Ending –le and Digraph ph	3	Digraph ph (A)	<p>CCSS.ELA-Literacy.RF.1.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>
22	Consonant Ending –le and Digraph ph	3	Digraph ph (A)	<p>CCSS.ELA-Literacy.RF.K.1d</p> <p>Demonstrate understanding of the organization and basic features of print.</p> <p>Recognize and name all upper- and lowercase letters of the alphabet.</p>
22	Consonant Ending –le and Digraph ph	3	Digraph ph (A)	<p>CCSS.ELA-Literacy.RF.K.2b</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Count, pronounce, blend, and segment syllables in spoken words.</p>
22	Consonant Ending –le and Digraph ph	4	Digraph ph (B)	<p>CCSS.ELA-Literacy.RF.1.2b</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>
22	Consonant Ending –le and Digraph ph	4	Digraph ph (B)	<p>CCSS.ELA-Literacy.RF.1.2d</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
22	Consonant Ending –le and Digraph ph	4	Digraph ph (B)	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p>
22	Consonant Ending –le and Digraph ph	4	Digraph ph (B)	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
22	Consonant Ending –le and Digraph ph	5	Unit Checkpoint: Consonant Ending –le and Digraph ph	<p>CCSS.ELA-Literacy.L.1.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

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22	Consonant Ending –le and Digraph ph	5	Unit Checkpoint: Consonant Ending –le and Digraph ph	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
22	Consonant Ending –le and Digraph ph	5	Unit Checkpoint: Consonant Ending –le and Digraph ph	CCSS.ELA-Literacy.RF.1.3d Know and apply grade-level phonics and word analysis skills in decoding words. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
22	Consonant Ending –le and Digraph ph	5	Unit Checkpoint: Consonant Ending –le and Digraph ph	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
23	Spellings for Soft c and Soft g Sounds	1	Sound /s/ Spelled c	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
23	Spellings for Soft c and Soft g Sounds	1	Sound /s/ Spelled c	CCSS.ELA-Literacy.RF.1.3d Know and apply grade-level phonics and word analysis skills in decoding words. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
23	Spellings for Soft c and Soft g Sounds	2	Sound /j/ Spelled g	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
23	Spellings for Soft c and Soft g Sounds	2	Sound /j/ Spelled g	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
23	Spellings for Soft c and Soft g Sounds	3	Sound /j/ Spelled dge	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
23	Spellings for Soft c and Soft g Sounds	3	Sound /j/ Spelled dge	CCSS.ELA-Literacy.RF.1.3f Know and apply grade-level phonics and word analysis skills in decoding words. Read words with inflectional endings.
23	Spellings for Soft c and Soft g Sounds	3	Sound /j/ Spelled dge	CCSS.ELA-Literacy.RF.1.3g Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.

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23	Spellings for Soft c and Soft g Sounds	4	Spellings for Soft c and Soft g CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
23	Spellings for Soft c and Soft g Sounds	4	Spellings for Soft c and Soft g CCSS.ELA-Literacy.RF.1.3g	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
23	Spellings for Soft c and Soft g Sounds	5	Unit Checkpoint: Spellings for Soft c and Soft g Sounds CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
23	Spellings for Soft c and Soft g Sounds	5	Unit Checkpoint: Spellings for Soft c and Soft g Sounds CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
23	Spellings for Soft c and Soft g Sounds	5	Unit Checkpoint: Spellings for Soft c and Soft g Sounds CCSS.ELA-Literacy.RF.1.3g	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
23	Spellings for Soft c and Soft g Sounds	5	Unit Checkpoint: Spellings for Soft c and Soft g Sounds CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
24	Spellings for Sound /ā/	1	Spellings for Sound /ā/ (A) CCSS.ELA-Literacy.RF.1.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.
24	Spellings for Sound /ā/	1	Spellings for Sound /ā/ (A) CCSS.ELA-Literacy.RF.1.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.
24	Spellings for Sound /ā/	2	Spellings for Sound /ā/ (B) CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
24	Spellings for Sound /ā/	2	Spellings for Sound /ā/ (B) CCSS.ELA-Literacy.RF.1.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.

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24	Spellings for Sound /ā/	2	Spellings for Sound /ā/ (B)	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
24	Spellings for Sound /ā/	3	Spellings for Sound /ā/ (C)	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
24	Spellings for Sound /ā/	3	Spellings for Sound /ā/ (C)	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
24	Spellings for Sound /ā/	3	Spellings for Sound /ā/ (C)	CCSS.ELA-Literacy.RF.1.3c Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.
24	Spellings for Sound /ā/	3	Spellings for Sound /ā/ (C)	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
24	Spellings for Sound /ā/	3	Spellings for Sound /ā/ (C)	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
24	Spellings for Sound /ā/	3	Spellings for Sound /ā/ (C)	CCSS.ELA-Literacy.RF.K.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
24	Spellings for Sound /ā/	4	Spellings for Sound /ā/ (D)	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
24	Spellings for Sound /ā/	4	Spellings for Sound /ā/ (D)	CCSS.ELA-Literacy.RF.1.3c Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.
24	Spellings for Sound /ā/	4	Spellings for Sound /ā/ (D)	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
24	Spellings for Sound /ā/	5	Unit Checkpoint: Spellings for Sound /ā/	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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24	Spellings for Sound /ā/	5	Unit Checkpoint: Spellings for Sound /ā/	<p>CCSS.ELA-Literacy.RF.1.3c</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p>
24	Spellings for Sound /ā/	5	Unit Checkpoint: Spellings for Sound /ā/	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
25	Spellings for Sound /ī/	1	Spellings for Sound /ī/ (A)	<p>CCSS.ELA-Literacy.RF.1.2a</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Distinguish long from short vowel sounds in spoken single-syllable words.</p>
25	Spellings for Sound /ī/	1	Spellings for Sound /ī/ (A)	<p>CCSS.ELA-Literacy.RF.1.3c</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p>
25	Spellings for Sound /ī/	2	Spellings for Sound /ī/ (B)	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p>
25	Spellings for Sound /ī/	2	Spellings for Sound /ī/ (B)	<p>CCSS.ELA-Literacy.RF.1.3c</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p>
25	Spellings for Sound /ī/	2	Spellings for Sound /ī/ (B)	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
25	Spellings for Sound /ī/	3	Spellings for Sound /ī/ (C)	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p>
25	Spellings for Sound /ī/	3	Spellings for Sound /ī/ (C)	<p>CCSS.ELA-Literacy.RF.1.3c</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p>
25	Spellings for Sound /ī/	4	Spellings for Sound /ī/ (D)	<p>CCSS.ELA-Literacy.L.1.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

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25	Spellings for Sound /i/	4	Spellings for Sound /i/ (D) CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
25	Spellings for Sound /i/	4	Spellings for Sound /i/ (D) CCSS.ELA-Literacy.RF.1.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.
25	Spellings for Sound /i/	4	Spellings for Sound /i/ (D) CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
25	Spellings for Sound /i/	5	Unit Checkpoint: Spellings for Sound /i/ CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
25	Spellings for Sound /i/	5	Unit Checkpoint: Spellings for Sound /i/ CCSS.ELA-Literacy.RF.1.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.
25	Spellings for Sound /i/	5	Unit Checkpoint: Spellings for Sound /i/ CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
26	Spellings for Sound /ō/	1	Spellings for Sound /ō/ (A) CCSS.ELA-Literacy.RF.1.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.
26	Spellings for Sound /ō/	1	Spellings for Sound /ō/ (A) CCSS.ELA-Literacy.RF.1.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.
26	Spellings for Sound /ō/	2	Spellings for Sound /ō/ (B) CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
26	Spellings for Sound /ō/	2	Spellings for Sound /ō/ (B) CCSS.ELA-Literacy.RF.1.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.

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26	Spellings for Sound /ō/	2	Spellings for Sound /ō/ (B)	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
26	Spellings for Sound /ō/	3	Spellings for Sound /ō/ (C)	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p>
26	Spellings for Sound /ō/	3	Spellings for Sound /ō/ (C)	<p>CCSS.ELA-Literacy.RF.1.3c</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p>
26	Spellings for Sound /ō/	3	Spellings for Sound /ō/ (C)	<p>CCSS.ELA-Literacy.RF.K.1d</p> <p>Demonstrate understanding of the organization and basic features of print.</p> <p>Recognize and name all upper- and lowercase letters of the alphabet.</p>
26	Spellings for Sound /ō/	3	Spellings for Sound /ō/ (C)	<p>CCSS.ELA-Literacy.RF.K.2a</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Recognize and produce rhyming words.</p>
26	Spellings for Sound /ō/	3	Spellings for Sound /ō/ (C)	<p>CCSS.ELA-Literacy.RF.K.2b</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Count, pronounce, blend, and segment syllables in spoken words.</p>
26	Spellings for Sound /ō/	4	Spellings for Sound /ō/ (D)	<p>CCSS.ELA-Literacy.L.1.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
26	Spellings for Sound /ō/	4	Spellings for Sound /ō/ (D)	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p>
26	Spellings for Sound /ō/	4	Spellings for Sound /ō/ (D)	<p>CCSS.ELA-Literacy.RF.1.3c</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p>
26	Spellings for Sound /ō/	4	Spellings for Sound /ō/ (D)	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
26	Spellings for Sound /ō/	5	Unit Checkpoint: Spellings for Sound /ō/	<p>CCSS.ELA-Literacy.L.1.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

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26	Spellings for Sound /ō/	5	Unit Checkpoint: Spellings for Sound /ō/	<p>CCSS.ELA-Literacy.RF.1.3c</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p>
26	Spellings for Sound /ō/	5	Unit Checkpoint: Spellings for Sound /ō/	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
27	Spellings for Sound /ē/	1	Spellings for Sound /ē/ (A)	<p>CCSS.ELA-Literacy.RF.1.2a</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Distinguish long from short vowel sounds in spoken single-syllable words.</p>
27	Spellings for Sound /ē/	1	Spellings for Sound /ē/ (A)	<p>CCSS.ELA-Literacy.RF.1.3c</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p>
27	Spellings for Sound /ē/	2	Spellings for Sound /ē/ (B)	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p>
27	Spellings for Sound /ē/	2	Spellings for Sound /ē/ (B)	<p>CCSS.ELA-Literacy.RF.1.3c</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p>
27	Spellings for Sound /ē/	2	Spellings for Sound /ē/ (B)	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
27	Spellings for Sound /ē/	3	Spellings for Sound /ē/ (C)	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p>
27	Spellings for Sound /ē/	3	Spellings for Sound /ē/ (C)	<p>CCSS.ELA-Literacy.RF.1.3c</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p>
27	Spellings for Sound /ē/	4	Spellings for Sound /ē/ (D)	<p>CCSS.ELA-Literacy.L.1.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

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27	Spellings for Sound /ē/	4	Spellings for Sound /ē/ (D)	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
27	Spellings for Sound /ē/	4	Spellings for Sound /ē/ (D)	CCSS.ELA-Literacy.RF.1.3c Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.
27	Spellings for Sound /ē/	4	Spellings for Sound /ē/ (D)	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
27	Spellings for Sound /ē/	5	Unit Checkpoint: Spellings for Sound /ē/	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
27	Spellings for Sound /ē/	5	Unit Checkpoint: Spellings for Sound /ē/	CCSS.ELA-Literacy.RF.1.3c Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.
27	Spellings for Sound /ē/	5	Unit Checkpoint: Spellings for Sound /ē/	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
28	Spellings for Sounds /ū/ and Long Double o	1	Spellings for Sound /ū/	CCSS.ELA-Literacy.RF.1.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.
28	Spellings for Sounds /ū/ and Long Double o	1	Spellings for Sound /ū/	CCSS.ELA-Literacy.RF.1.3c Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.
28	Spellings for Sounds /ū/ and Long Double o	2	Spellings for Long Double o Sound	CCSS.ELA-Literacy.RF.1.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.
28	Spellings for Sounds /ū/ and Long Double o	2	Spellings for Long Double o Sound	CCSS.ELA-Literacy.RF.1.3c Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.

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28	Spellings for Sounds /ū/ and Long Double o	2	Spellings for Long Double o Sound	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
28	Spellings for Sounds /ū/ and Long Double o	3	Spellings for Sounds /ū/ and Long Double o (A)	CCSS.ELA-Literacy.RF.1.3c Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.
28	Spellings for Sounds /ū/ and Long Double o	3	Spellings for Sounds /ū/ and Long Double o (A)	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
28	Spellings for Sounds /ū/ and Long Double o	3	Spellings for Sounds /ū/ and Long Double o (A)	CCSS.ELA-Literacy.RF.K.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
28	Spellings for Sounds /ū/ and Long Double o	4	Spellings for Sounds /ū/ and Long Double o (B)	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
28	Spellings for Sounds /ū/ and Long Double o	4	Spellings for Sounds /ū/ and Long Double o (B)	CCSS.ELA-Literacy.RF.1.3c Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.
28	Spellings for Sounds /ū/ and Long Double o	4	Spellings for Sounds /ū/ and Long Double o (B)	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
28	Spellings for Sounds /ū/ and Long Double o	5	Unit Checkpoint: Spellings for Sounds /ū/ and Long Double o	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
28	Spellings for Sounds /ū/ and Long Double o	5	Unit Checkpoint: Spellings for Sounds /ū/ and Long Double o	CCSS.ELA-Literacy.RF.1.3c Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.
28	Spellings for Sounds /ū/ and Long Double o	5	Unit Checkpoint: Spellings for Sounds /ū/ and Long Double o	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
29	Spellings for Double o Sounds	1	Spellings for Double o Sounds (A)	CCSS.ELA-Literacy.RF.1.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.

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29	Spellings for Double o Sounds	1	Spellings for Double o Sounds (A)	CCSS.ELA-Literacy.RF.1.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
29	Spellings for Double o Sounds	1	Spellings for Double o Sounds (A)	CCSS.ELA-Literacy.RF.1.2c Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
29	Spellings for Double o Sounds	1	Spellings for Double o Sounds (A)	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
29	Spellings for Double o Sounds	1	Spellings for Double o Sounds (A)	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
29	Spellings for Double o Sounds	1	Spellings for Double o Sounds (A)	CCSS.ELA-Literacy.RF.1.3c Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.
29	Spellings for Double o Sounds	2	Spellings for Double o Sounds (B)	CCSS.ELA-Literacy.RF.1.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
29	Spellings for Double o Sounds	2	Spellings for Double o Sounds (B)	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
29	Spellings for Double o Sounds	2	Spellings for Double o Sounds (B)	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
29	Spellings for Double o Sounds	2	Spellings for Double o Sounds (B)	CCSS.ELA-Literacy.RF.1.3e Know and apply grade-level phonics and word analysis skills in decoding words. Decode two-syllable words following basic patterns by breaking the words into syllables.
29	Spellings for Double o Sounds	2	Spellings for Double o Sounds (B)	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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29	Spellings for Double o Sounds	3	Spellings for Double o Sounds (C)	CCSS.ELA-Literacy.RF.1.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.
29	Spellings for Double o Sounds	3	Spellings for Double o Sounds (C)	CCSS.ELA-Literacy.RF.1.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
29	Spellings for Double o Sounds	3	Spellings for Double o Sounds (C)	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
29	Spellings for Double o Sounds	3	Spellings for Double o Sounds (C)	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
29	Spellings for Double o Sounds	3	Spellings for Double o Sounds (C)	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
29	Spellings for Double o Sounds	4	Spellings for Double o Sounds (D)	CCSS.ELA-Literacy.RF.1.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.
29	Spellings for Double o Sounds	4	Spellings for Double o Sounds (D)	CCSS.ELA-Literacy.RF.1.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
29	Spellings for Double o Sounds	4	Spellings for Double o Sounds (D)	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
29	Spellings for Double o Sounds	4	Spellings for Double o Sounds (D)	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
29	Spellings for Double o Sounds	4	Spellings for Double o Sounds (D)	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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29	Spellings for Double o Sounds	5	Unit Checkpoint: Spellings for Double o Sounds	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
29	Spellings for Double o Sounds	5	Unit Checkpoint: Spellings for Double o Sounds	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
30	Long Vowels and Double o Sounds	1	Long Vowels and Double o Sounds (A)	CCSS.ELA-Literacy.RF.1.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.
30	Long Vowels and Double o Sounds	2	Long Vowels and Double o Sounds (B)	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
30	Long Vowels and Double o Sounds	3	Long Vowels and Double o Sounds (C)	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
30	Long Vowels and Double o Sounds	3	Long Vowels and Double o Sounds (C)	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
30	Long Vowels and Double o Sounds	3	Long Vowels and Double o Sounds (C)	CCSS.ELA-Literacy.RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.
30	Long Vowels and Double o Sounds	3	Long Vowels and Double o Sounds (C)	CCSS.ELA-Literacy.RF.K.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
30	Long Vowels and Double o Sounds	4	Long Vowels and Double o Sounds (D)	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
30	Long Vowels and Double o Sounds	5	Unit Checkpoint: Long Vowels and Double o Sounds	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
30	Long Vowels and Double o Sounds	5	Unit Checkpoint: Long Vowels and Double o Sounds	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Attachment 28 - ACAD				
31	Sound /er/ Spelled –er, –ir, –ur, and –ear	1	Sound /er/ Spelled –er, –ir, –ur, and –ear (A) CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
31	Sound /er/ Spelled –er, –ir, –ur, and –ear	1	Sound /er/ Spelled –er, –ir, –ur, and –ear (A) CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
31	Sound /er/ Spelled –er, –ir, –ur, and –ear	2	Sound /er/ Spelled –er, –ir, –ur, and –ear (B) CCSS.ELA-Literacy.RF.1.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
31	Sound /er/ Spelled –er, –ir, –ur, and –ear	2	Sound /er/ Spelled –er, –ir, –ur, and –ear (B) CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
31	Sound /er/ Spelled –er, –ir, –ur, and –ear	2	Sound /er/ Spelled –er, –ir, –ur, and –ear (B) CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
31	Sound /er/ Spelled –er, –ir, –ur, and –ear	2	Sound /er/ Spelled –er, –ir, –ur, and –ear (B) CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
31	Sound /er/ Spelled –er, –ir, –ur, and –ear	3	Sound /er/ Spelled –er, –ir, –ur, and –ear (C) CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
31	Sound /er/ Spelled –er, –ir, –ur, and –ear	3	Sound /er/ Spelled –er, –ir, –ur, and –ear (C) CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
31	Sound /er/ Spelled –er, –ir, –ur, and –ear	4	Sound /er/ Spelled –er, –ir, –ur, and –ear (D) CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
31	Sound /er/ Spelled –er, –ir, –ur, and –ear	5	Unit Checkpoint: Sound /er/ Spelled –er, –ir, –ur, and –ear CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Attachment 28 - ACAD				
31	Sound /er/ Spelled –er, –ir, –ur, and –ear	5	Unit Checkpoint: Sound /er/ Spelled –er, –ir, –ur, and –ear CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
31	Sound /er/ Spelled –er, –ir, –ur, and –ear	5	Unit Checkpoint: Sound /er/ Spelled –er, –ir, –ur, and –ear CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
32	Sound /ě/ Spelled ea	1	Sound /ě/ Spelled ea (A) CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
32	Sound /ě/ Spelled ea	1	Sound /ě/ Spelled ea (A) CCSS.ELA-Literacy.RF.1.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.
32	Sound /ě/ Spelled ea	1	Sound /ě/ Spelled ea (A) CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
32	Sound /ě/ Spelled ea	2	Sound /ě/ Spelled ea (B) CCSS.ELA-Literacy.RF.1.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.
32	Sound /ě/ Spelled ea	2	Sound /ě/ Spelled ea (B) CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
32	Sound /ě/ Spelled ea	2	Sound /ě/ Spelled ea (B) CCSS.ELA-Literacy.RF.1.3e	Know and apply grade-level phonics and word analysis skills in decoding words. Decode two-syllable words following basic patterns by breaking the words into syllables.
32	Sound /ě/ Spelled ea	2	Sound /ě/ Spelled ea (B) CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
32	Sound /ě/ Spelled ea	3	Sound /ě/ Spelled ea (C) CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Attachment 28 - ACAD					
32	Sound /ĕ/ Spelled ea	3	Sound /ĕ/ Spelled ea (C)	CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
32	Sound /ĕ/ Spelled ea	3	Sound /ĕ/ Spelled ea (C)	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
32	Sound /ĕ/ Spelled ea	3	Sound /ĕ/ Spelled ea (C)	CCSS.ELA-Literacy.RF.K.1d	Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
32	Sound /ĕ/ Spelled ea	3	Sound /ĕ/ Spelled ea (C)	CCSS.ELA-Literacy.RF.K.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
32	Sound /ĕ/ Spelled ea	4	Sound /ĕ/ Spelled ea (D)	CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
32	Sound /ĕ/ Spelled ea	5	Unit Checkpoint: Sound /ĕ/ Spelled ea	CCSS.ELA-Literacy.L.1.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
32	Sound /ĕ/ Spelled ea	5	Unit Checkpoint: Sound /ĕ/ Spelled ea	CCSS.ELA-Literacy.RF.1.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
32	Sound /ĕ/ Spelled ea	5	Unit Checkpoint: Sound /ĕ/ Spelled ea	CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
33	Sound /oi/ Spelled oi and oy	1	Sound /oi/ Spelled oi and oy (A)	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
33	Sound /oi/ Spelled oi and oy	2	Sound /oi/ Spelled oi and oy (B)	CCSS.ELA-Literacy.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
33	Sound /oi/ Spelled oi and oy	2	Sound /oi/ Spelled oi and oy (B)	CCSS.ELA-Literacy.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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33	Sound /oi/ Spelled oi and oy	3	Sound /oi/ Spelled oi and oy (C)	CCSS.ELA-Literacy.RF.1.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
33	Sound /oi/ Spelled oi and oy	3	Sound /oi/ Spelled oi and oy (C)	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
33	Sound /oi/ Spelled oi and oy	3	Sound /oi/ Spelled oi and oy (C)	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
33	Sound /oi/ Spelled oi and oy	4	Sound /oi/ Spelled oi and oy (D)	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
33	Sound /oi/ Spelled oi and oy	5	Unit Checkpoint: Sound /oi/ Spelled oi and oy	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
33	Sound /oi/ Spelled oi and oy	5	Unit Checkpoint: Sound /oi/ Spelled oi and oy	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
33	Sound /oi/ Spelled oi and oy	5	Unit Checkpoint: Sound /oi/ Spelled oi and oy	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
34	Sound /aw/ Spelled au and aw	1	Sound /aw/ Spelled au and aw (A)	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
34	Sound /aw/ Spelled au and aw	2	Sound /aw/ Spelled au and aw (B)	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
34	Sound /aw/ Spelled au and aw	2	Sound /aw/ Spelled au and aw (B)	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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34	Sound /aw/ Spelled au and aw	3	Sound /aw/ Spelled au and aw (C)	<p>CCSS.ELA-Literacy.L.1.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
34	Sound /aw/ Spelled au and aw	3	Sound /aw/ Spelled au and aw (C)	<p>CCSS.ELA-Literacy.RF.K.1d</p> <p>Demonstrate understanding of the organization and basic features of print.</p> <p>Recognize and name all upper- and lowercase letters of the alphabet.</p>
34	Sound /aw/ Spelled au and aw	3	Sound /aw/ Spelled au and aw (C)	<p>CCSS.ELA-Literacy.RF.K.2b</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Count, pronounce, blend, and segment syllables in spoken words.</p>
34	Sound /aw/ Spelled au and aw	4	Sound /aw/ Spelled au and aw (D)	<p>CCSS.ELA-Literacy.RF.1.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p>
34	Sound /aw/ Spelled au and aw	4	Sound /aw/ Spelled au and aw (D)	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
34	Sound /aw/ Spelled au and aw	5	Unit Checkpoint: Sound /aw/ Spelled au and aw	<p>CCSS.ELA-Literacy.L.1.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
34	Sound /aw/ Spelled au and aw	5	Unit Checkpoint: Sound /aw/ Spelled au and aw	<p>CCSS.ELA-Literacy.RF.1.2d</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
34	Sound /aw/ Spelled au and aw	5	Unit Checkpoint: Sound /aw/ Spelled au and aw	<p>CCSS.ELA-Literacy.RF.1.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
35	Sound /ow/ Spelled ou and ow	1	Sound /ow/ Spelled ou and ow (A)	<p>CCSS.ELA-Literacy.RF.1.2b</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>
35	Sound /ow/ Spelled ou and ow	1	Sound /ow/ Spelled ou and ow (A)	<p>CCSS.ELA-Literacy.RF.1.2d</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>

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35	Sound /ow/ Spelled ou and ow	1	Sound /ow/ Spelled ou and ow (A)	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
35	Sound /ow/ Spelled ou and ow	2	Sound /ow/ Spelled ou and ow (B)	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
35	Sound /ow/ Spelled ou and ow	3	Sound /ow/ Spelled ou and ow (C)	CCSS.ELA-Literacy.RF.1.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
35	Sound /ow/ Spelled ou and ow	3	Sound /ow/ Spelled ou and ow (C)	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
35	Sound /ow/ Spelled ou and ow	3	Sound /ow/ Spelled ou and ow (C)	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
35	Sound /ow/ Spelled ou and ow	4	Sound /ow/ Spelled ou and ow (D)	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
35	Sound /ow/ Spelled ou and ow	5	Unit Checkpoint: Sound /ow/ Spelled ou and ow	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
35	Sound /ow/ Spelled ou and ow	5	Unit Checkpoint: Sound /ow/ Spelled ou and ow	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
35	Sound /ow/ Spelled ou and ow	5	Unit Checkpoint: Sound /ow/ Spelled ou and ow	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
36	Sound /ō/ Spelled ow	1	Sound /ō/ Spelled ow (A)	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.

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36	Sound /ō/ Spelled ow	2	Sound /ō/ Spelled ow (B)	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
36	Sound /ō/ Spelled ow	3	Sound /ō/ Spelled ow (C)	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
36	Sound /ō/ Spelled ow	3	Sound /ō/ Spelled ow (C)	CCSS.ELA-Literacy.RF.K.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper- and lowercase letters of the alphabet.
36	Sound /ō/ Spelled ow	3	Sound /ō/ Spelled ow (C)	CCSS.ELA-Literacy.RF.K.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.
36	Sound /ō/ Spelled ow	4	Sound /ō/ Spelled ow (D)	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
36	Sound /ō/ Spelled ow	4	Sound /ō/ Spelled ow (D)	CCSS.ELA-Literacy.RF.1.3a Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.
36	Sound /ō/ Spelled ow	4	Sound /ō/ Spelled ow (D)	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
36	Sound /ō/ Spelled ow	5	Unit Checkpoint: Sound /ō/ Spelled ow	CCSS.ELA-Literacy.L.1.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
36	Sound /ō/ Spelled ow	5	Unit Checkpoint: Sound /ō/ Spelled ow	CCSS.ELA-Literacy.RF.1.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
36	Sound /ō/ Spelled ow	5	Unit Checkpoint: Sound /ō/ Spelled ow	CCSS.ELA-Literacy.RF.1.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.



**Common Core Grade Two English Language Arts Standards
Attachment 28 - ACAD
Compared to ELA 2 Summit**



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Problems and Solutions	1	What Do You Do With a Problem? (A)	CCSS.ELA-Literacy.L.2.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
1	Problems and Solutions	1	What Do You Do With a Problem? (A)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
1	Problems and Solutions	1	What Do You Do With a Problem? (A)	CCSS.ELA-Literacy.L.2.5a	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
1	Problems and Solutions	1	What Do You Do With a Problem? (A)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
1	Problems and Solutions	1	What Do You Do With a Problem? (A)	CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
1	Problems and Solutions	2	What Do You Do With a Problem? (B)	CCSS.ELA-Literacy.L.2.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
1	Problems and Solutions	2	What Do You Do With a Problem? (B)	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1	Problems and Solutions	2	What Do You Do With a Problem? (B)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
1	Problems and Solutions	2	What Do You Do With a Problem? (B)	CCSS.ELA-Literacy.L.2.5a	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
1	Problems and Solutions	2	What Do You Do With a Problem? (B)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
1	Problems and Solutions	2	What Do You Do With a Problem? (B)	CCSS.ELA-Literacy.RF.2.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.

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1	Problems and Solutions	2	What Do You Do With a Problem? (B)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
1	Problems and Solutions	2	What Do You Do With a Problem? (B)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
1	Problems and Solutions	2	What Do You Do With a Problem? (B)	CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
1	Problems and Solutions	2	What Do You Do With a Problem? (B)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
1	Problems and Solutions	3	What Do You Do With a Problem? (C)	CCSS.ELA-Literacy.L.2.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
1	Problems and Solutions	3	What Do You Do With a Problem? (C)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1	Problems and Solutions	3	What Do You Do With a Problem? (C)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
1	Problems and Solutions	3	What Do You Do With a Problem? (C)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
1	Problems and Solutions	3	What Do You Do With a Problem? (C)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
1	Problems and Solutions	3	What Do You Do With a Problem? (C)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
1	Problems and Solutions	3	What Do You Do With a Problem? (C)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
1	Problems and Solutions	3	What Do You Do With a Problem? (C)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
1	Problems and Solutions	3	What Do You Do With a Problem? (C)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

1	Problems and Solutions	3	What Do You Do With the Problem?	CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
1	Problems and Solutions	4	Zara's Big Messy Day (A)	CCSS.ELA-Literacy.L.2.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
1	Problems and Solutions	4	Zara's Big Messy Day (A)	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1	Problems and Solutions	4	Zara's Big Messy Day (A)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
1	Problems and Solutions	4	Zara's Big Messy Day (A)	CCSS.ELA-Literacy.L.2.5a	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
1	Problems and Solutions	4	Zara's Big Messy Day (A)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
1	Problems and Solutions	4	Zara's Big Messy Day (A)	CCSS.ELA-Literacy.RF.2.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.
1	Problems and Solutions	4	Zara's Big Messy Day (A)	CCSS.ELA-Literacy.RF.2.3e	Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
1	Problems and Solutions	4	Zara's Big Messy Day (A)	CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
1	Problems and Solutions	4	Zara's Big Messy Day (A)	CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
1	Problems and Solutions	4	Zara's Big Messy Day (A)	CCSS.ELA-Literacy.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
1	Problems and Solutions	4	Zara's Big Messy Day (A)	CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
1	Problems and Solutions	5	Zara's Big Messy Day (B)	CCSS.ELA-Literacy.L.2.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

1	Problems and Solutions	5	Zara's Big Messy Day (B)	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1	Problems and Solutions	5	Zara's Big Messy Day (B)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
1	Problems and Solutions	5	Zara's Big Messy Day (B)	CCSS.ELA-Literacy.L.2.5a	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
1	Problems and Solutions	5	Zara's Big Messy Day (B)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
1	Problems and Solutions	5	Zara's Big Messy Day (B)	CCSS.ELA-Literacy.RF.2.3e	Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
1	Problems and Solutions	5	Zara's Big Messy Day (B)	CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
1	Problems and Solutions	5	Zara's Big Messy Day (B)	CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
1	Problems and Solutions	5	Zara's Big Messy Day (B)	CCSS.ELA-Literacy.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
1	Problems and Solutions	5	Zara's Big Messy Day (B)	CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
1	Problems and Solutions	6	Zara's Big Messy Day (C)	CCSS.ELA-Literacy.L.2.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
1	Problems and Solutions	6	Zara's Big Messy Day (C)	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1	Problems and Solutions	6	Zara's Big Messy Day (C)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
1	Problems and Solutions	6	Zara's Big Messy Day (C)	CCSS.ELA-Literacy.RF.2.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.

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1	Problems and Solutions	6	Zara's Big Messy Day (C)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
1	Problems and Solutions	6	Zara's Big Messy Day (C)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
1	Problems and Solutions	6	Zara's Big Messy Day (C)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
1	Problems and Solutions	6	Zara's Big Messy Day (C)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
1	Problems and Solutions	6	Zara's Big Messy Day (C)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
1	Problems and Solutions	6	Zara's Big Messy Day (C)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
1	Problems and Solutions	6	Zara's Big Messy Day (C)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
1	Problems and Solutions	6	Zara's Big Messy Day (C)	CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
1	Problems and Solutions	7	Poetry All Around (A)	CCSS.ELA-Literacy.L.2.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
1	Problems and Solutions	7	Poetry All Around (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1	Problems and Solutions	7	Poetry All Around (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
1	Problems and Solutions	7	Poetry All Around (A)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
1	Problems and Solutions	7	Poetry All Around (A)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
1	Problems and Solutions	7	Poetry All Around (A)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

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1	Problems and Solutions	7	Poetry All Around (A)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
1	Problems and Solutions	7	Poetry All Around (A)	CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
1	Problems and Solutions	7	Poetry All Around (A)	CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
1	Problems and Solutions	8	Poetry All Around (B)	CCSS.ELA-Literacy.L.2.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
1	Problems and Solutions	8	Poetry All Around (B)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1	Problems and Solutions	8	Poetry All Around (B)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
1	Problems and Solutions	8	Poetry All Around (B)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
1	Problems and Solutions	8	Poetry All Around (B)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
1	Problems and Solutions	8	Poetry All Around (B)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
1	Problems and Solutions	8	Poetry All Around (B)	CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
1	Problems and Solutions	9	Problems and Solutions Wrap-Up (A)	CCSS.ELA-Literacy.L.2.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
1	Problems and Solutions	9	Problems and Solutions Wrap-Up (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1	Problems and Solutions	9	Problems and Solutions Wrap-Up (A)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.

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1	Problems and Solutions	9	Problems and Solutions Wrap-Up (A)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
1	Problems and Solutions	10	Problems and Solutions Wrap-Up (B)	CCSS.ELA-Literacy.L.2.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
1	Problems and Solutions	10	Problems and Solutions Wrap-Up (B)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
1	Problems and Solutions	10	Problems and Solutions Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
1	Problems and Solutions	10	Problems and Solutions Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
1	Problems and Solutions	10	Problems and Solutions Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
1	Problems and Solutions	10	Problems and Solutions Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
1	Problems and Solutions	10	Problems and Solutions Wrap-Up (B)	CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2	Bears	1	Arnold and Louise: Lost and Found (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2	Bears	1	Arnold and Louise: Lost and Found (A)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
2	Bears	1	Arnold and Louise: Lost and Found (A)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
2	Bears	1	Arnold and Louise: Lost and Found (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
2	Bears	1	Arnold and Louise: Lost and Found (A)	CCSS.ELA-Literacy.RF.2.3a Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.

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2	Bears	1	Arnold and Louise: Lost and Found (A)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
2	Bears	1	Arnold and Louise: Lost and Found (A)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
2	Bears	1	Arnold and Louise: Lost and Found (A)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
2	Bears	1	Arnold and Louise: Lost and Found (A)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Bears	1	Arnold and Louise: Lost and Found (A)	CCSS.ELA-Literacy.RF.2.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2	Bears	1	Arnold and Louise: Lost and Found (A)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2	Bears	1	Arnold and Louise: Lost and Found (A)	CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
2	Bears	1	Arnold and Louise: Lost and Found (A)	CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
2	Bears	2	Arnold and Louise: Lost and Found (B)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2	Bears	2	Arnold and Louise: Lost and Found (B)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
2	Bears	2	Arnold and Louise: Lost and Found (B)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
2	Bears	2	Arnold and Louise: Lost and Found (B)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
2	Bears	2	Arnold and Louise: Lost and Found (B)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
2	Bears	2	Arnold and Louise: Lost and Found (B)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.

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2	Bears	2	Arnold and Louise: Lost and Found (B)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Bears	2	Arnold and Louise: Lost and Found (B)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2	Bears	2	Arnold and Louise: Lost and Found (B)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
2	Bears	2	Arnold and Louise: Lost and Found (B)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2	Bears	3	Arnold and Louise: Lost and Found (C)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2	Bears	3	Arnold and Louise: Lost and Found (C)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
2	Bears	3	Arnold and Louise: Lost and Found (C)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
2	Bears	3	Arnold and Louise: Lost and Found (C)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
2	Bears	3	Arnold and Louise: Lost and Found (C)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
2	Bears	3	Arnold and Louise: Lost and Found (C)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
2	Bears	3	Arnold and Louise: Lost and Found (C)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Bears	3	Arnold and Louise: Lost and Found (C)	CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
2	Bears	4	Arnold and Louise: Lost and Found (D)	CCSS.ELA-Literacy.L.2.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
2	Bears	4	Arnold and Louise: Lost and Found (D)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2	Bears	4	Arnold and Louise: Lost and Found (D)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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2	Bears	4	Arnold and Louise: Lost and Found (D)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
2	Bears	4	Arnold and Louise: Lost and Found (D)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
2	Bears	4	Arnold and Louise: Lost and Found (D)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
2	Bears	4	Arnold and Louise: Lost and Found (D)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
2	Bears	4	Arnold and Louise: Lost and Found (D)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
2	Bears	4	Arnold and Louise: Lost and Found (D)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Bears	4	Arnold and Louise: Lost and Found (D)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
2	Bears	4	Arnold and Louise: Lost and Found (D)	CCSS.ELA-Literacy.RF.2.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2	Bears	4	Arnold and Louise: Lost and Found (D)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
2	Bears	4	Arnold and Louise: Lost and Found (D)	CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
2	Bears	4	Arnold and Louise: Lost and Found (D)	CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
2	Bears	4	Arnold and Louise: Lost and Found (D)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2	Bears	5	Your Choice	N/A Students can use this lesson time to do any of the following. • Write something of their choice. • Read something of their choice. • Complete any unfinished assignments.
2	Bears	6	"Bears in Danger" (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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2	Bears	6	"Bears in Danger" (A)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
2	Bears	6	"Bears in Danger" (A)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
2	Bears	6	"Bears in Danger" (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
2	Bears	6	"Bears in Danger" (A)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
2	Bears	6	"Bears in Danger" (A)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
2	Bears	6	"Bears in Danger" (A)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Bears	6	"Bears in Danger" (A)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
2	Bears	6	"Bears in Danger" (A)	CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
2	Bears	6	"Bears in Danger" (A)	CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2	Bears	7	"Bears in Danger" (B)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2	Bears	7	"Bears in Danger" (B)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
2	Bears	7	"Bears in Danger" (B)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
2	Bears	7	"Bears in Danger" (B)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
2	Bears	7	"Bears in Danger" (B)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.

2	Bears	7	"Bears in Danger" (B)	CCSS.ELA-Literacy.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
2	Bears	7	"Bears in Danger" (B)	CCSS.ELA-Literacy.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2	Bears	7	"Bears in Danger" (B)	CCSS.ELA-Literacy.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
2	Bears	7	"Bears in Danger" (B)	CCSS.ELA-Literacy.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
2	Bears	8	"Bears in Danger" (C)	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2	Bears	8	"Bears in Danger" (C)	CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
2	Bears	8	"Bears in Danger" (C)	CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
2	Bears	8	"Bears in Danger" (C)	CCSS.ELA-Literacy.RF.2.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
2	Bears	8	"Bears in Danger" (C)	CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
2	Bears	8	"Bears in Danger" (C)	CCSS.ELA-Literacy.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2	Bears	8	"Bears in Danger" (C)	CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2	Bears	8	"Bears in Danger" (C)	CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
2	Bears	9	Bears Everywhere (A)	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2	Bears	9	Bears Everywhere (A)	CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
2	Bears	9	Bears Everywhere (A)	CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
2	Bears	9	Bears Everywhere (A)	CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2	Bears	10	Bears Everywhere (B)	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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2	Bears	10	Bears Everywhere (B)	CCSS.ELA-Literacy.L.2.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
2	Bears	10	Bears Everywhere (B)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
2	Bears	10	Bears Everywhere (B)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
2	Bears	10	Bears Everywhere (B)	CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2	Bears	10	Bears Everywhere (B)	CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2	Bears	11	Goldilocks (A)	CCSS.ELA-Literacy.L.2.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
2	Bears	11	Goldilocks (A)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
2	Bears	11	Goldilocks (A)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
2	Bears	11	Goldilocks (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
2	Bears	11	Goldilocks (A)	CCSS.ELA-Literacy.RF.2.3a Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.
2	Bears	11	Goldilocks (A)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2	Bears	11	Goldilocks (A)	CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
2	Bears	11	Goldilocks (A)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2	Bears	11	Goldilocks (A)	CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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2	Bears	12	Goldilocks (B)	CCSS.ELA-Literacy.L.2.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
2	Bears	12	Goldilocks (B)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
2	Bears	12	Goldilocks (B)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
2	Bears	12	Goldilocks (B)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2	Bears	12	Goldilocks (B)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
2	Bears	13	Goldilocks (C)	CCSS.ELA-Literacy.L.2.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
2	Bears	13	Goldilocks (C)	CCSS.ELA-Literacy.RF.2.3d Know and apply grade-level phonics and word analysis skills in decoding words. Decode words with common prefixes and suffixes.
2	Bears	13	Goldilocks (C)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
2	Bears	13	Goldilocks (C)	CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
2	Bears	13	Goldilocks (C)	CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
2	Bears	14	Brownilocks (A)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
2	Bears	14	Brownilocks (A)	CCSS.ELA-Literacy.L.2.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
2	Bears	14	Brownilocks (A)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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2	Bears	14	Brownilocks (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
2	Bears	14	Brownilocks (A)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2	Bears	14	Brownilocks (A)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
2	Bears	14	Brownilocks (A)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2	Bears	15	Brownilocks (B)	CCSS.ELA-Literacy.L.2.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
2	Bears	15	Brownilocks (B)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2	Bears	15	Brownilocks (B)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2	Bears	15	Brownilocks (B)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2	Bears	15	Brownilocks (B)	CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
2	Bears	15	Brownilocks (B)	CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
2	Bears	15	Brownilocks (B)	CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
2	Bears	16	Brownilocks (C)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2	Bears	16	Brownilocks (C)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
2	Bears	16	Brownilocks (C)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2	Bears	16	Brownilocks (C)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2	Bears	16	Brownilocks (C)	CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
2	Bears	17	Bears Wrap-Up (A)	CCSS.ELA-Literacy.L.2.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

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2	Bears	17	Bears Wrap-Up (A)	CCSS.ELA-Literacy.L.2.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
2	Bears	17	Bears Wrap-Up (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2	Bears	17	Bears Wrap-Up (A)	CCSS.ELA-Literacy.L.2.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
2	Bears	17	Bears Wrap-Up (A)	CCSS.ELA-Literacy.RF.2.3a Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.
2	Bears	17	Bears Wrap-Up (A)	CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
2	Bears	17	Bears Wrap-Up (A)	CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2	Bears	17	Bears Wrap-Up (A)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2	Bears	17	Bears Wrap-Up (A)	CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
2	Bears	18	Bears Wrap-Up (B)	CCSS.ELA-Literacy.L.2.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
2	Bears	18	Bears Wrap-Up (B)	CCSS.ELA-Literacy.L.2.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
2	Bears	18	Bears Wrap-Up (B)	CCSS.ELA-Literacy.RF.2.3a Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.
2	Bears	18	Bears Wrap-Up (B)	CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
2	Bears	18	Bears Wrap-Up (B)	CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2	Bears	18	Bears Wrap-Up (B)	CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
2	Bears	18	Bears Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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2	Bears	18	Bears Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
2	Bears	18	Bears Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
2	Bears	18	Bears Wrap-Up (B)	CCSS.ELA-Literacy.SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
2	Bears	18	Bears Wrap-Up (B)	CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2	Bears	18	Bears Wrap-Up (B)	CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3	Dinosaurs	1	Your Choice	N/A Students can use this lesson time to do any of the following. <ul style="list-style-type: none"> • Write something of their choice. • Read something of their choice. • Complete any unfinished assignments.
3	Dinosaurs	2	Brontorina (A)	CCSS.ELA-Literacy.L.2.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
3	Dinosaurs	2	Brontorina (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3	Dinosaurs	2	Brontorina (A)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
3	Dinosaurs	2	Brontorina (A)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
3	Dinosaurs	2	Brontorina (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
3	Dinosaurs	2	Brontorina (A)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
3	Dinosaurs	2	Brontorina (A)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
3	Dinosaurs	3	Brontorina (B)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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3	Dinosaurs	3	Brontorina (B)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
3	Dinosaurs	3	Brontorina (B)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
3	Dinosaurs	3	Brontorina (B)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3	Dinosaurs	3	Brontorina (B)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
3	Dinosaurs	3	Brontorina (B)	CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
3	Dinosaurs	3	Brontorina (B)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
3	Dinosaurs	4	If the Dinosaurs Came Back (A)	CCSS.ELA-Literacy.L.2.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
3	Dinosaurs	4	If the Dinosaurs Came Back (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3	Dinosaurs	4	If the Dinosaurs Came Back (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
3	Dinosaurs	4	If the Dinosaurs Came Back (A)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
3	Dinosaurs	4	If the Dinosaurs Came Back (A)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
3	Dinosaurs	4	If the Dinosaurs Came Back (A)	CCSS.ELA-Literacy.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
3	Dinosaurs	5	If the Dinosaurs Came Back (B)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3	Dinosaurs	5	If the Dinosaurs Came Back (B)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
3	Dinosaurs	5	If the Dinosaurs Came Back (B)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

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3	Dinosaurs	5	If the Dinosaurs Came Back (B)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
3	Dinosaurs	5	If the Dinosaurs Came Back (B)	CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
3	Dinosaurs	5	If the Dinosaurs Came Back (B)	CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
3	Dinosaurs	6	Truth or Lie: Dinosaurs! (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3	Dinosaurs	6	Truth or Lie: Dinosaurs! (A)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
3	Dinosaurs	6	Truth or Lie: Dinosaurs! (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
3	Dinosaurs	6	Truth or Lie: Dinosaurs! (A)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
3	Dinosaurs	6	Truth or Lie: Dinosaurs! (A)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
3	Dinosaurs	6	Truth or Lie: Dinosaurs! (A)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3	Dinosaurs	6	Truth or Lie: Dinosaurs! (A)	CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3	Dinosaurs	6	Truth or Lie: Dinosaurs! (A)	CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
3	Dinosaurs	6	Truth or Lie: Dinosaurs! (A)	CCSS.ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
3	Dinosaurs	6	Truth or Lie: Dinosaurs! (A)	CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
3	Dinosaurs	6	Truth or Lie: Dinosaurs! (A)	CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
3	Dinosaurs	7	Truth or Lies: Dinosaurs! (B)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3	Dinosaurs	7	Truth or Lies: Dinosaurs! (B)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
3	Dinosaurs	7	Truth or Lies: Dinosaurs! (B)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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3	Dinosaurs	7	Truth or Lies: Dinosaurs! (B)	CCSS.ELA-Literacy.RF.2.3a Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.
3	Dinosaurs	7	Truth or Lies: Dinosaurs! (B)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
3	Dinosaurs	7	Truth or Lies: Dinosaurs! (B)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
3	Dinosaurs	7	Truth or Lies: Dinosaurs! (B)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
3	Dinosaurs	7	Truth or Lies: Dinosaurs! (B)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
3	Dinosaurs	7	Truth or Lies: Dinosaurs! (B)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3	Dinosaurs	7	Truth or Lies: Dinosaurs! (B)	CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
3	Dinosaurs	7	Truth or Lies: Dinosaurs! (B)	CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
3	Dinosaurs	7	Truth or Lies: Dinosaurs! (B)	CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
3	Dinosaurs	8	Truth or Lies: Dinosaurs! (C)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3	Dinosaurs	8	Truth or Lies: Dinosaurs! (C)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
3	Dinosaurs	8	Truth or Lies: Dinosaurs! (C)	CCSS.ELA-Literacy.L.2.4e Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
3	Dinosaurs	8	Truth or Lies: Dinosaurs! (C)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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3	Dinosaurs	8	Truth or Lies: Dinosaurs! (C)	CCSS.ELA-Literacy.RF.2.3a Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.
3	Dinosaurs	8	Truth or Lies: Dinosaurs! (C)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
3	Dinosaurs	8	Truth or Lies: Dinosaurs! (C)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
3	Dinosaurs	8	Truth or Lies: Dinosaurs! (C)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
3	Dinosaurs	8	Truth or Lies: Dinosaurs! (C)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
3	Dinosaurs	8	Truth or Lies: Dinosaurs! (C)	CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
3	Dinosaurs	8	Truth or Lies: Dinosaurs! (C)	CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
3	Dinosaurs	8	Truth or Lies: Dinosaurs! (C)	CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
3	Dinosaurs	8	Truth or Lies: Dinosaurs! (C)	CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
3	Dinosaurs	9	Digging Into Dinosaurs (A)	CCSS.ELA-Literacy.L.2.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
3	Dinosaurs	9	Digging Into Dinosaurs (A)	CCSS.ELA-Literacy.L.2.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
3	Dinosaurs	9	Digging Into Dinosaurs (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3	Dinosaurs	9	Digging Into Dinosaurs (A)	CCSS.ELA-Literacy.L.2.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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3	Dinosaurs	9	Digging Into Dinosaurs (A)	CCSS.ELA-Literacy.RF.2.3a Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.
3	Dinosaurs	9	Digging Into Dinosaurs (A)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
3	Dinosaurs	9	Digging Into Dinosaurs (A)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
3	Dinosaurs	9	Digging Into Dinosaurs (A)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
3	Dinosaurs	9	Digging Into Dinosaurs (A)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3	Dinosaurs	9	Digging Into Dinosaurs (A)	CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
3	Dinosaurs	9	Digging Into Dinosaurs (A)	CCSS.ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
3	Dinosaurs	9	Digging Into Dinosaurs (A)	CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
3	Dinosaurs	10	Digging Into Dinosaurs (B)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3	Dinosaurs	10	Digging Into Dinosaurs (B)	CCSS.ELA-Literacy.RF.2.3a Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.
3	Dinosaurs	10	Digging Into Dinosaurs (B)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
3	Dinosaurs	10	Digging Into Dinosaurs (B)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
3	Dinosaurs	10	Digging Into Dinosaurs (B)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.

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3	Dinosaurs	10	Digging Into Dinosaurs (B)	CCSS.ELA-Literacy.RF.2.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
3	Dinosaurs	10	Digging Into Dinosaurs (B)	CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3	Dinosaurs	10	Digging Into Dinosaurs (B)	CCSS.ELA-Literacy.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
3	Dinosaurs	10	Digging Into Dinosaurs (B)	CCSS.ELA-Literacy.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
3	Dinosaurs	11	Dinosaurs Wrap-Up (A)	CCSS.ELA-Literacy.L.2.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
3	Dinosaurs	11	Dinosaurs Wrap-Up (A)	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3	Dinosaurs	11	Dinosaurs Wrap-Up (A)	CCSS.ELA-Literacy.RF.2.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.
3	Dinosaurs	11	Dinosaurs Wrap-Up (A)	CCSS.ELA-Literacy.RF.2.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
3	Dinosaurs	11	Dinosaurs Wrap-Up (A)	CCSS.ELA-Literacy.RF.2.3e	Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
3	Dinosaurs	11	Dinosaurs Wrap-Up (A)	CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
3	Dinosaurs	12	Dinosaurs Wrap-Up (B)	CCSS.ELA-Literacy.SL.2.1a	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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3	Dinosaurs	13	Cumulative Review (A)	CCSS.ELA-Literacy.L.2.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
3	Dinosaurs	13	Cumulative Review (A)	CCSS.ELA-Literacy.L.2.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
3	Dinosaurs	13	Cumulative Review (A)	CCSS.ELA-Literacy.L.2.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
3	Dinosaurs	13	Cumulative Review (A)	CCSS.ELA-Literacy.L.2.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
3	Dinosaurs	13	Cumulative Review (A)	CCSS.ELA-Literacy.RF.2.3a Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.
3	Dinosaurs	13	Cumulative Review (A)	CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
3	Dinosaurs	13	Cumulative Review (A)	CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
3	Dinosaurs	13	Cumulative Review (A)	CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
3	Dinosaurs	13	Cumulative Review (A)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3	Dinosaurs	13	Cumulative Review (A)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
3	Dinosaurs	13	Cumulative Review (A)	CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
3	Dinosaurs	13	Cumulative Review (A)	CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
3	Dinosaurs	13	Cumulative Review (A)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
3	Dinosaurs	13	Cumulative Review (A)	CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
4	Insects	1	"The Life of a Butterfly" (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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4	Insects	1	"The Life of a Butterfly" (A)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
4	Insects	1	"The Life of a Butterfly" (A)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
4	Insects	1	"The Life of a Butterfly" (A)	CCSS.ELA-Literacy.RF.2.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
4	Insects	1	"The Life of a Butterfly" (A)	CCSS.ELA-Literacy.RF.2.3e	Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
4	Insects	1	"The Life of a Butterfly" (A)	CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
4	Insects	1	"The Life of a Butterfly" (A)	CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
4	Insects	1	"The Life of a Butterfly" (A)	CCSS.ELA-Literacy.RF.2.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Insects	1	"The Life of a Butterfly" (A)	CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4	Insects	1	"The Life of a Butterfly" (A)	CCSS.ELA-Literacy.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
4	Insects	2	"The Life of a Butterfly" (B)	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4	Insects	2	"The Life of a Butterfly" (B)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
4	Insects	2	"The Life of a Butterfly" (B)	CCSS.ELA-Literacy.L.2.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
4	Insects	2	"The Life of a Butterfly" (B)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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4	Insects	2	"The Life of a Butterfly" (B)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
4	Insects	2	"The Life of a Butterfly" (B)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
4	Insects	2	"The Life of a Butterfly" (B)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
4	Insects	2	"The Life of a Butterfly" (B)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Insects	2	"The Life of a Butterfly" (B)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4	Insects	2	"The Life of a Butterfly" (B)	CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
4	Insects	2	"The Life of a Butterfly" (B)	CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
4	Insects	3	"The Life of a Butterfly" (C)	CCSS.ELA-Literacy.L.2.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use reflexive pronouns (e.g., myself, ourselves).
4	Insects	3	"The Life of a Butterfly" (C)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4	Insects	3	"The Life of a Butterfly" (C)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
4	Insects	3	"The Life of a Butterfly" (C)	CCSS.ELA-Literacy.L.2.4d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
4	Insects	3	"The Life of a Butterfly" (C)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
4	Insects	3	"The Life of a Butterfly" (C)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.

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4	Insects	3	"The Life of a Butterfly" (C)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
4	Insects	3	"The Life of a Butterfly" (C)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
4	Insects	3	"The Life of a Butterfly" (C)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
4	Insects	4	Praying Mantis (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4	Insects	4	Praying Mantis (A)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
4	Insects	4	Praying Mantis (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
4	Insects	4	Praying Mantis (A)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
4	Insects	4	Praying Mantis (A)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
4	Insects	4	Praying Mantis (A)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
4	Insects	4	Praying Mantis (A)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
4	Insects	4	Praying Mantis (A)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Insects	4	Praying Mantis (A)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
4	Insects	4	Praying Mantis (A)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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4	Insects	5	Praying Mantis (B)	CCSS.ELA-Literacy.L.2.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
4	Insects	5	Praying Mantis (B)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4	Insects	5	Praying Mantis (B)	CCSS.ELA-Literacy.L.2.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
4	Insects	5	Praying Mantis (B)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
4	Insects	5	Praying Mantis (B)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
4	Insects	5	Praying Mantis (B)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
4	Insects	5	Praying Mantis (B)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
4	Insects	5	Praying Mantis (B)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Insects	5	Praying Mantis (B)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
4	Insects	5	Praying Mantis (B)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
4	Insects	5	Praying Mantis (B)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4	Insects	6	Your Choice	N/A Students can use this lesson time to do any of the following. • Write something of their choice. • Read something of their choice. • Complete any unfinished assignments.
4	Insects	7	"Honey from the Hive" (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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4	Insects	7	"Honey from the Hive" (A)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
4	Insects	7	"Honey from the Hive" (A)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
4	Insects	7	"Honey from the Hive" (A)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Insects	7	"Honey from the Hive" (A)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
4	Insects	7	"Honey from the Hive" (A)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4	Insects	7	"Honey from the Hive" (A)	CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
4	Insects	7	"Honey from the Hive" (A)	CCSS.ELA-Literacy.SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
4	Insects	7	"Honey from the Hive" (A)	CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
4	Insects	8	"Honey from the Hive" (B)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4	Insects	8	"Honey from the Hive" (B)	CCSS.ELA-Literacy.L.2.4e Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
4	Insects	8	"Honey from the Hive" (B)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
4	Insects	8	"Honey from the Hive" (B)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Insects	8	"Honey from the Hive" (B)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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4	Insects	8	"Honey from the Hive" (B)	CCSS.ELA-Literacy.SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
4	Insects	8	"Honey from the Hive" (B)	CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
4	Insects	9	"I See a Honeybee" (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4	Insects	9	"I See a Honeybee" (A)	CCSS.ELA-Literacy.L.2.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
4	Insects	9	"I See a Honeybee" (A)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
4	Insects	9	"I See a Honeybee" (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
4	Insects	9	"I See a Honeybee" (A)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
4	Insects	9	"I See a Honeybee" (A)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Insects	9	"I See a Honeybee" (A)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
4	Insects	9	"I See a Honeybee" (A)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4	Insects	9	"I See a Honeybee" (A)	CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
4	Insects	10	"I See a Honeybee" (B)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4	Insects	10	"I See a Honeybee" (B)	CCSS.ELA-Literacy.L.2.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

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4	Insects	10	"I See a Honeybee" (B)	CCSS.ELA-Literacy.L.2.4e	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
4	Insects	10	"I See a Honeybee" (B)	CCSS.ELA-Literacy.RF.2.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
4	Insects	10	"I See a Honeybee" (B)	CCSS.ELA-Literacy.RF.2.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
4	Insects	10	"I See a Honeybee" (B)	CCSS.ELA-Literacy.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
4	Insects	10	"I See a Honeybee" (B)	CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
4	Insects	11	"The Bee's Knees: Insects Are Awesome" (A)	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4	Insects	11	"The Bee's Knees: Insects Are Awesome" (A)	CCSS.ELA-Literacy.L.2.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
4	Insects	11	"The Bee's Knees: Insects Are Awesome" (A)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
4	Insects	11	"The Bee's Knees: Insects Are Awesome" (A)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
4	Insects	11	"The Bee's Knees: Insects Are Awesome" (A)	CCSS.ELA-Literacy.RF.2.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
4	Insects	11	"The Bee's Knees: Insects Are Awesome" (A)	CCSS.ELA-Literacy.RF.2.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Insects	11	"The Bee's Knees: Insects Are Awesome" (A)	CCSS.ELA-Literacy.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
4	Insects	11	"The Bee's Knees: Insects Are Awesome" (A)	CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4	Insects	11	"The Bee's Knees: Insects Are Awesome" (A)	CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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4	Insects	11	"The Bee's Knees: Insects Are Awesome" (A) CCSS.ELA-Literacy.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
4	Insects	12	"The Bee's Knees: Insects Are Awesome" (B) CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4	Insects	12	"The Bee's Knees: Insects Are Awesome" (B) CCSS.ELA-Literacy.L.2.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
4	Insects	12	"The Bee's Knees: Insects Are Awesome" (B) CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
4	Insects	12	"The Bee's Knees: Insects Are Awesome" (B) CCSS.ELA-Literacy.RF.2.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
4	Insects	12	"The Bee's Knees: Insects Are Awesome" (B) CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
4	Insects	12	"The Bee's Knees: Insects Are Awesome" (B) CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
4	Insects	12	"The Bee's Knees: Insects Are Awesome" (B) CCSS.ELA-Literacy.RF.2.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
4	Insects	12	"The Bee's Knees: Insects Are Awesome" (B) CCSS.ELA-Literacy.RI.2.8	Describe how reasons support specific points the author makes in a text.
4	Insects	12	"The Bee's Knees: Insects Are Awesome" (B) CCSS.ELA-Literacy.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
4	Insects	13	Insect Poetry (A) CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4	Insects	13	Insect Poetry (A) CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
4	Insects	13	Insect Poetry (A) CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
4	Insects	13	Insect Poetry (A) CCSS.ELA-Literacy.RF.2.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.

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4	Insects	13	Insect Poetry (A)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
4	Insects	13	Insect Poetry (A)	CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4	Insects	13	Insect Poetry (A)	CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
4	Insects	14	Insect Poetry (B)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
4	Insects	14	Insect Poetry (B)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
4	Insects	14	Insect Poetry (B)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
4	Insects	14	Insect Poetry (B)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
4	Insects	14	Insect Poetry (B)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
4	Insects	14	Insect Poetry (B)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
4	Insects	14	Insect Poetry (B)	CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
4	Insects	14	Insect Poetry (B)	CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
4	Insects	14	Insect Poetry (B)	CCSS.ELA-Literacy.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
4	Insects	15	Insects Wrap-Up (A)	CCSS.ELA-Literacy.L.2.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use reflexive pronouns (e.g., myself, ourselves).

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4	Insects	15	Insects Wrap-Up (A)	CCSS.ELA-Literacy.L.2.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
4	Insects	15	Insects Wrap-Up (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4	Insects	15	Insects Wrap-Up (A)	CCSS.ELA-Literacy.L.2.4d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
4	Insects	15	Insects Wrap-Up (A)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
4	Insects	15	Insects Wrap-Up (A)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
4	Insects	15	Insects Wrap-Up (A)	CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
4	Insects	16	Insects Wrap-Up (B)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
4	Insects	16	Insects Wrap-Up (B)	CCSS.ELA-Literacy.L.2.4d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
4	Insects	16	Insects Wrap-Up (B)	CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
4	Insects	16	Insects Wrap-Up (B)	CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
4	Insects	16	Insects Wrap-Up (B)	CCSS.ELA-Literacy.RI.2.8 Describe how reasons support specific points the author makes in a text.
4	Insects	16	Insects Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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4	Insects	16	Insects Wrap-Up (B)	CCSS.ELA-Literacy.SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
4	Insects	16	Insects Wrap-Up (B)	CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
5	Interesting People	1	Your Choice	N/A Students can use this lesson time to do any of the following. <ul style="list-style-type: none"> • Write something of their choice. • Read something of their choice. • Complete any unfinished assignments.
5	Interesting People	2	A Weed Is a Flower (A)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
5	Interesting People	2	A Weed Is a Flower (A)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
5	Interesting People	2	A Weed Is a Flower (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
5	Interesting People	2	A Weed Is a Flower (A)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
5	Interesting People	2	A Weed Is a Flower (A)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Interesting People	2	A Weed Is a Flower (A)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
5	Interesting People	2	A Weed Is a Flower (A)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	Interesting People	2	A Weed Is a Flower (A)	CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
5	Interesting People	3	A Weed Is a Flower (B)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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5	Interesting People	3	A Weed Is a Flower (B)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
5	Interesting People	3	A Weed Is a Flower (B)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
5	Interesting People	3	A Weed Is a Flower (B)	CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
5	Interesting People	3	A Weed Is a Flower (B)	CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
5	Interesting People	4	A Weed Is a Flower (C)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Interesting People	4	A Weed Is a Flower (C)	CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
5	Interesting People	5	A Weed Is a Flower (D)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
5	Interesting People	5	A Weed Is a Flower (D)	CCSS.ELA-Literacy.L.2.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
5	Interesting People	5	A Weed Is a Flower (D)	CCSS.ELA-Literacy.L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
5	Interesting People	5	A Weed Is a Flower (D)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
5	Interesting People	5	A Weed Is a Flower (D)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
5	Interesting People	5	A Weed Is a Flower (D)	CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
5	Interesting People	6	The Girl Who Thought in Pictures (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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5	Interesting People	6	The Girl Who Thought in Pictures (A)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
5	Interesting People	6	The Girl Who Thought in Pictures (A)	CCSS.ELA-Literacy.L.2.5a	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
5	Interesting People	6	The Girl Who Thought in Pictures (A)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
5	Interesting People	6	The Girl Who Thought in Pictures (A)	CCSS.ELA-Literacy.RF.2.3e	Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
5	Interesting People	6	The Girl Who Thought in Pictures (A)	CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
5	Interesting People	6	The Girl Who Thought in Pictures (A)	CCSS.ELA-Literacy.RF.2.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Interesting People	6	The Girl Who Thought in Pictures (A)	CCSS.ELA-Literacy.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
5	Interesting People	6	The Girl Who Thought in Pictures (A)	CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	Interesting People	6	The Girl Who Thought in Pictures (A)	CCSS.ELA-Literacy.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
5	Interesting People	7	The Girl Who Thought in Pictures (B)	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5	Interesting People	7	The Girl Who Thought in Pictures (B)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
5	Interesting People	7	The Girl Who Thought in Pictures (B)	CCSS.ELA-Literacy.L.2.5a	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
5	Interesting People	7	The Girl Who Thought in Pictures (B)	CCSS.ELA-Literacy.L.2.5b	Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

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5	Interesting People	7	The Girl Who Thought in Pictures (B)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
5	Interesting People	7	The Girl Who Thought in Pictures (B)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
5	Interesting People	7	The Girl Who Thought in Pictures (B)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Interesting People	7	The Girl Who Thought in Pictures (B)	CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
5	Interesting People	7	The Girl Who Thought in Pictures (B)	CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
5	Interesting People	7	The Girl Who Thought in Pictures (B)	CCSS.ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
5	Interesting People	8	The Girl Who Thought in Pictures (C)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5	Interesting People	8	The Girl Who Thought in Pictures (C)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
5	Interesting People	8	The Girl Who Thought in Pictures (C)	CCSS.ELA-Literacy.L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
5	Interesting People	8	The Girl Who Thought in Pictures (C)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
5	Interesting People	8	The Girl Who Thought in Pictures (C)	CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
5	Interesting People	9	The Girl Who Thought in Pictures (D)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5	Interesting People	9	The Girl Who Thought in Pictures (D)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
5	Interesting People	9	The Girl Who Thought in Pictures (D)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Interesting People	9	The Girl Who Thought in Pictures (D)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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5	Interesting People	9	The Girl Who Thought in Pictures (D)	CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5	Interesting People	9	The Girl Who Thought in Pictures (D)	CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
5	Interesting People	9	The Girl Who Thought in Pictures (D)	CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
5	Interesting People	10	The Fabled Life of Aesop (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5	Interesting People	10	The Fabled Life of Aesop (A)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
5	Interesting People	10	The Fabled Life of Aesop (A)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
5	Interesting People	10	The Fabled Life of Aesop (A)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Interesting People	10	The Fabled Life of Aesop (A)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
5	Interesting People	10	The Fabled Life of Aesop (A)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
5	Interesting People	10	The Fabled Life of Aesop (A)	CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
5	Interesting People	10	The Fabled Life of Aesop (A)	CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
5	Interesting People	11	The Fabled Life of Aesop (B)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5	Interesting People	11	The Fabled Life of Aesop (B)	CCSS.ELA-Literacy.L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
5	Interesting People	11	The Fabled Life of Aesop (B)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
5	Interesting People	11	The Fabled Life of Aesop (B)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Interesting People	11	The Fabled Life of Aesop (B)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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5	Interesting People	11	The Fabled Life of Aesop (B) CCSS.ELA-Literacy.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
5	Interesting People	12	The Fabled Life of Aesop (C) CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5	Interesting People	12	The Fabled Life of Aesop (C) CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
5	Interesting People	12	The Fabled Life of Aesop (C) CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
5	Interesting People	12	The Fabled Life of Aesop (C) CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
5	Interesting People	12	The Fabled Life of Aesop (C) CCSS.ELA-Literacy.SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
5	Interesting People	12	The Fabled Life of Aesop (C) CCSS.ELA-Literacy.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
5	Interesting People	13	The Fabled Life of Aesop (D) CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5	Interesting People	13	The Fabled Life of Aesop (D) CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
5	Interesting People	13	The Fabled Life of Aesop (D) CCSS.ELA-Literacy.RF.2.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
5	Interesting People	13	The Fabled Life of Aesop (D) CCSS.ELA-Literacy.SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
5	Interesting People	13	The Fabled Life of Aesop (D) CCSS.ELA-Literacy.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
5	Interesting People	14	Interesting People Wrap-Up (A) CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5	Interesting People	14	Interesting People Wrap-Up (A) CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
5	Interesting People	15	Interesting People Wrap-Up (B) CCSS.ELA-Literacy.L.2.5b	Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
5	Interesting People	15	Interesting People Wrap-Up (B) CCSS.ELA-Literacy.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

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5	Interesting People	15	Interesting People Wrap-Up (B)	CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
5	Interesting People	15	Interesting People Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
5	Interesting People	15	Interesting People Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
5	Interesting People	15	Interesting People Wrap-Up (B)	CCSS.ELA-Literacy.SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.
5	Interesting People	15	Interesting People Wrap-Up (B)	CCSS.ELA-Literacy.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
5	Interesting People	15	Interesting People Wrap-Up (B)	CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
6	Fables	1	Your Choice	N/A Students can use this lesson time to do any of the following. <ul style="list-style-type: none"> • Write something of their choice. • Read something of their choice. • Complete any unfinished assignments.
6	Fables	2	Fables (A)	CCSS.ELA-Literacy.L.2.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.
6	Fables	2	Fables (A)	CCSS.ELA-Literacy.L.2.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
6	Fables	2	Fables (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
6	Fables	2	Fables (A)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
6	Fables	2	Fables (A)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
6	Fables	2	Fables (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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6	Fables	2	Fables (A)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
6	Fables	2	Fables (A)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
6	Fables	2	Fables (A)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
6	Fables	2	Fables (A)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
6	Fables	2	Fables (A)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
6	Fables	3	Fables (B)	CCSS.ELA-Literacy.L.2.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.
6	Fables	3	Fables (B)	CCSS.ELA-Literacy.L.2.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
6	Fables	3	Fables (B)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
6	Fables	3	Fables (B)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
6	Fables	3	Fables (B)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
6	Fables	3	Fables (B)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
6	Fables	3	Fables (B)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
6	Fables	3	Fables (B)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
6	Fables	3	Fables (B)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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6	Fables	3	Fables (B)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
6	Fables	3	Fables (B)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
6	Fables	4	Fables (C)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
6	Fables	4	Fables (C)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
6	Fables	4	Fables (C)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
6	Fables	4	Fables (C)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
6	Fables	4	Fables (C)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
6	Fables	4	Fables (C)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
6	Fables	4	Fables (C)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
6	Fables	4	Fables (C)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
6	Fables	4	Fables (C)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
6	Fables	4	Fables (C)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
6	Fables	5	Fables (D)	CCSS.ELA-Literacy.L.2.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.
6	Fables	5	Fables (D)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
6	Fables	5	Fables (D)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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6	Fables	5	Fables (D)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
6	Fables	5	Fables (D)	CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
6	Fables	5	Fables (D)	CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
6	Fables	5	Fables (D)	CCSS.ELA-Literacy.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
6	Fables	5	Fables (D)	CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
6	Fables	5	Fables (D)	CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
6	Fables	6	Fables (E)	CCSS.ELA-Literacy.L.2.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.
6	Fables	6	Fables (E)	CCSS.ELA-Literacy.L.2.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
6	Fables	6	Fables (E)	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
6	Fables	6	Fables (E)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
6	Fables	6	Fables (E)	CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
6	Fables	6	Fables (E)	CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
6	Fables	6	Fables (E)	CCSS.ELA-Literacy.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
6	Fables	6	Fables (E)	CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
6	Fables	6	Fables (E)	CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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6	Fables	7	Fables (F)	CCSS.ELA-Literacy.L.2.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.
6	Fables	7	Fables (F)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
6	Fables	7	Fables (F)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
6	Fables	7	Fables (F)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
6	Fables	7	Fables (F)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
6	Fables	7	Fables (F)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
6	Fables	7	Fables (F)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
6	Fables	7	Fables (F)	CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
6	Fables	8	Fables (G)	CCSS.ELA-Literacy.L.2.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.
6	Fables	8	Fables (G)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
6	Fables	8	Fables (G)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
6	Fables	8	Fables (G)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
6	Fables	8	Fables (G)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
6	Fables	8	Fables (G)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
6	Fables	9	Fables (H)	CCSS.ELA-Literacy.L.2.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.
6	Fables	9	Fables (H)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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6	Fables	9	Fables (H)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
6	Fables	9	Fables (H)	CCSS.ELA-Literacy.L.2.5a	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
6	Fables	9	Fables (H)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
6	Fables	9	Fables (H)	CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
6	Fables	9	Fables (H)	CCSS.ELA-Literacy.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
6	Fables	9	Fables (H)	CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
6	Fables	9	Fables (H)	CCSS.ELA-Literacy.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
6	Fables	10	Fables (I)	CCSS.ELA-Literacy.L.2.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.
6	Fables	10	Fables (I)	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
6	Fables	10	Fables (I)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
6	Fables	10	Fables (I)	CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
6	Fables	10	Fables (I)	CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
6	Fables	11	Fables (J)	CCSS.ELA-Literacy.L.2.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.
6	Fables	11	Fables (J)	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
6	Fables	11	Fables (J)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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6	Fables	11	Fables (J)	CCSS.ELA-Literacy.RF.2.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
6	Fables	11	Fables (J)	CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
6	Fables	12	Fables Wrap-Up (A)	CCSS.ELA-Literacy.L.2.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.
6	Fables	12	Fables Wrap-Up (A)	CCSS.ELA-Literacy.RF.2.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
6	Fables	12	Fables Wrap-Up (A)	CCSS.ELA-Literacy.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
6	Fables	13	Fables Wrap-Up (B)	CCSS.ELA-Literacy.L.2.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.
6	Fables	13	Fables Wrap-Up (B)	CCSS.ELA-Literacy.L.2.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
6	Fables	13	Fables Wrap-Up (B)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
6	Fables	13	Fables Wrap-Up (B)	CCSS.ELA-Literacy.RF.2.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
6	Fables	13	Fables Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
6	Fables	13	Fables Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
6	Fables	13	Fables Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
6	Fables	13	Fables Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
6	Fables	13	Fables Wrap-Up (B)	CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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6	Fables	14	Cumulative Review (B)	CCSS.ELA-Literacy.L.2.4d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
6	Fables	14	Cumulative Review (B)	CCSS.ELA-Literacy.L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
6	Fables	14	Cumulative Review (B)	CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
6	Fables	14	Cumulative Review (B)	CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
6	Fables	14	Cumulative Review (B)	CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6	Fables	14	Cumulative Review (B)	CCSS.ELA-Literacy.RI.2.8 Describe how reasons support specific points the author makes in a text.
6	Fables	14	Cumulative Review (B)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
6	Fables	14	Cumulative Review (B)	CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
7	Celebrate Who We Are	1	Your Choice	N/A Students can use this lesson time to do any of the following. • Write something of their choice. • Read something of their choice. • Complete any unfinished assignments.
7	Celebrate Who We Are	2	Where Are You From? (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
7	Celebrate Who We Are	2	Where Are You From? (A)	CCSS.ELA-Literacy.L.2.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an apostrophe to form contractions and frequently occurring possessives.
7	Celebrate Who We Are	2	Where Are You From? (A)	CCSS.ELA-Literacy.L.2.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.
7	Celebrate Who We Are	2	Where Are You From? (A)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
7	Celebrate Who We Are	2	Where Are You From? (A)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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7	Celebrate Who We Are	2	Where Are You From? (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
7	Celebrate Who We Are	2	Where Are You From? (A)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
7	Celebrate Who We Are	2	Where Are You From? (A)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
7	Celebrate Who We Are	2	Where Are You From? (A)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
7	Celebrate Who We Are	2	Where Are You From? (A)	CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
7	Celebrate Who We Are	3	Where Are You From? (B)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
7	Celebrate Who We Are	3	Where Are You From? (B)	CCSS.ELA-Literacy.L.2.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an apostrophe to form contractions and frequently occurring possessives.
7	Celebrate Who We Are	3	Where Are You From? (B)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
7	Celebrate Who We Are	4	Where Are You From? (C)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
7	Celebrate Who We Are	4	Where Are You From? (C)	CCSS.ELA-Literacy.L.2.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an apostrophe to form contractions and frequently occurring possessives.
7	Celebrate Who We Are	4	Where Are You From? (C)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
7	Celebrate Who We Are	4	Where Are You From? (C)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
7	Celebrate Who We Are	5	I Am Enough (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
7	Celebrate Who We Are	5	I Am Enough (A)	CCSS.ELA-Literacy.L.2.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an apostrophe to form contractions and frequently occurring possessives.

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7	Celebrate Who We Are	5	I Am Enough (A)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
7	Celebrate Who We Are	5	I Am Enough (A)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
7	Celebrate Who We Are	5	I Am Enough (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
7	Celebrate Who We Are	5	I Am Enough (A)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
7	Celebrate Who We Are	5	I Am Enough (A)	CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
7	Celebrate Who We Are	6	I Am Enough (B)	CCSS.ELA-Literacy.L.2.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
7	Celebrate Who We Are	6	I Am Enough (B)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
7	Celebrate Who We Are	6	I Am Enough (B)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
7	Celebrate Who We Are	7	I Am Enough (C)	CCSS.ELA-Literacy.L.2.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
7	Celebrate Who We Are	7	I Am Enough (C)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
7	Celebrate Who We Are	7	I Am Enough (C)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
7	Celebrate Who We Are	8	Just Ask! (A)	CCSS.ELA-Literacy.L.2.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.

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7	Celebrate Who We Are	8	Just Ask! (A)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
7	Celebrate Who We Are	8	Just Ask! (A)	CCSS.ELA-Literacy.L.2.5a	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
7	Celebrate Who We Are	8	Just Ask! (A)	CCSS.ELA-Literacy.L.2.5b	Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
7	Celebrate Who We Are	8	Just Ask! (A)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
7	Celebrate Who We Are	8	Just Ask! (A)	CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
7	Celebrate Who We Are	8	Just Ask! (A)	CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
7	Celebrate Who We Are	8	Just Ask! (A)	CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
7	Celebrate Who We Are	8	Just Ask! (A)	CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
7	Celebrate Who We Are	9	Just Ask! (B)	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
7	Celebrate Who We Are	9	Just Ask! (B)	CCSS.ELA-Literacy.L.2.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names.
7	Celebrate Who We Are	9	Just Ask! (B)	CCSS.ELA-Literacy.L.2.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in greetings and closings of letters.
7	Celebrate Who We Are	9	Just Ask! (B)	CCSS.ELA-Literacy.L.2.5a	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
7	Celebrate Who We Are	9	Just Ask! (B)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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7	Celebrate Who We Are	9	Just Ask! (B)	CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
7	Celebrate Who We Are	9	Just Ask! (B)	CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
7	Celebrate Who We Are	10	Just Ask! (C)	CCSS.ELA-Literacy.L.2.5a	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
7	Celebrate Who We Are	10	Just Ask! (C)	CCSS.ELA-Literacy.L.2.5b	Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
7	Celebrate Who We Are	10	Just Ask! (C)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
7	Celebrate Who We Are	10	Just Ask! (C)	CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
7	Celebrate Who We Are	10	Just Ask! (C)	CCSS.ELA-Literacy.RF.2.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
7	Celebrate Who We Are	11	Who I Am	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
7	Celebrate Who We Are	11	Who I Am	CCSS.ELA-Literacy.L.2.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names.
7	Celebrate Who We Are	11	Who I Am	CCSS.ELA-Literacy.L.2.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in greetings and closings of letters.
7	Celebrate Who We Are	11	Who I Am	CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
7	Celebrate Who We Are	12	Celebrate Who We Are Wrap-Up (A)	CCSS.ELA-Literacy.L.2.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in greetings and closings of letters.

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7	Celebrate Who We Are	12	Celebrate Who We Are Wrap-Up (A)	CCSS.ELA-Literacy.L.2.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an apostrophe to form contractions and frequently occurring possessives.
7	Celebrate Who We Are	12	Celebrate Who We Are Wrap-Up (A)	CCSS.ELA-Literacy.L.2.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.
7	Celebrate Who We Are	12	Celebrate Who We Are Wrap-Up (A)	CCSS.ELA-Literacy.L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
7	Celebrate Who We Are	12	Celebrate Who We Are Wrap-Up (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
7	Celebrate Who We Are	12	Celebrate Who We Are Wrap-Up (A)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
7	Celebrate Who We Are	13	Celebrate Who We Are Wrap-Up (B)	CCSS.ELA-Literacy.L.2.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in greetings and closings of letters.
7	Celebrate Who We Are	13	Celebrate Who We Are Wrap-Up (B)	CCSS.ELA-Literacy.L.2.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an apostrophe to form contractions and frequently occurring possessives.
7	Celebrate Who We Are	13	Celebrate Who We Are Wrap-Up (B)	CCSS.ELA-Literacy.L.2.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.
7	Celebrate Who We Are	13	Celebrate Who We Are Wrap-Up (B)	CCSS.ELA-Literacy.L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
7	Celebrate Who We Are	13	Celebrate Who We Are Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
7	Celebrate Who We Are	13	Celebrate Who We Are Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
7	Celebrate Who We Are	13	Celebrate Who We Are Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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7	Celebrate Who We Are	13	Celebrate Who We Are Wrap-Up (B)	CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
8	Sadiq and the Desert Star	1	Sadiq and the Desert Star (A)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
8	Sadiq and the Desert Star	1	Sadiq and the Desert Star (A)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
8	Sadiq and the Desert Star	1	Sadiq and the Desert Star (A)	CCSS.ELA-Literacy.RF.2.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled two-syllable words with long vowels.
8	Sadiq and the Desert Star	1	Sadiq and the Desert Star (A)	CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
8	Sadiq and the Desert Star	1	Sadiq and the Desert Star (A)	CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
8	Sadiq and the Desert Star	1	Sadiq and the Desert Star (A)	CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8	Sadiq and the Desert Star	2	Sadiq and the Desert Star (B)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
8	Sadiq and the Desert Star	2	Sadiq and the Desert Star (B)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
8	Sadiq and the Desert Star	2	Sadiq and the Desert Star (B)	CCSS.ELA-Literacy.RF.2.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled two-syllable words with long vowels.
8	Sadiq and the Desert Star	2	Sadiq and the Desert Star (B)	CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
8	Sadiq and the Desert Star	2	Sadiq and the Desert Star (B)	CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8	Sadiq and the Desert Star	3	Sadiq and the Desert Star (C)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
8	Sadiq and the Desert Star	3	Sadiq and the Desert Star (C)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
8	Sadiq and the Desert Star	3	Sadiq and the Desert Star (C)	CCSS.ELA-Literacy.RF.2.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled two-syllable words with long vowels.

8	Sadiq and the Desert Star	3	Sadiq and the Desert Star (C)	CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
8	Sadiq and the Desert Star	3	Sadiq and the Desert Star (C)	CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8	Sadiq and the Desert Star	3	Sadiq and the Desert Star (C)	CCSS.ELA-Literacy.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
8	Sadiq and the Desert Star	4	Sadiq and the Desert Star (D)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
8	Sadiq and the Desert Star	4	Sadiq and the Desert Star (D)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
8	Sadiq and the Desert Star	4	Sadiq and the Desert Star (D)	CCSS.ELA-Literacy.RF.2.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled two-syllable words with long vowels.
8	Sadiq and the Desert Star	4	Sadiq and the Desert Star (D)	CCSS.ELA-Literacy.RF.2.3e	Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
8	Sadiq and the Desert Star	4	Sadiq and the Desert Star (D)	CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
8	Sadiq and the Desert Star	4	Sadiq and the Desert Star (D)	CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8	Sadiq and the Desert Star	5	Your Choice	N/A	Students can use this lesson time to do any of the following. <ul style="list-style-type: none"> Write something of their choice. Read something of their choice. Complete any unfinished assignments.
8	Sadiq and the Desert Star	6	Sadiq and the Desert Star (E)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
8	Sadiq and the Desert Star	6	Sadiq and the Desert Star (E)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
8	Sadiq and the Desert Star	6	Sadiq and the Desert Star (E)	CCSS.ELA-Literacy.RF.2.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
8	Sadiq and the Desert Star	6	Sadiq and the Desert Star (E)	CCSS.ELA-Literacy.RF.2.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled two-syllable words with long vowels.

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8	Sadiq and the Desert Star	6	Sadiq and the Desert Star (E)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
8	Sadiq and the Desert Star	6	Sadiq and the Desert Star (E)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
8	Sadiq and the Desert Star	6	Sadiq and the Desert Star (E)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
8	Sadiq and the Desert Star	6	Sadiq and the Desert Star (E)	CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8	Sadiq and the Desert Star	7	Sadiq and the Desert Star (F)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
8	Sadiq and the Desert Star	7	Sadiq and the Desert Star (F)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
8	Sadiq and the Desert Star	7	Sadiq and the Desert Star (F)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
8	Sadiq and the Desert Star	7	Sadiq and the Desert Star (F)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
8	Sadiq and the Desert Star	7	Sadiq and the Desert Star (F)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
8	Sadiq and the Desert Star	7	Sadiq and the Desert Star (F)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
8	Sadiq and the Desert Star	7	Sadiq and the Desert Star (F)	CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8	Sadiq and the Desert Star	8	Sadiq and the Desert Star (G)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
8	Sadiq and the Desert Star	8	Sadiq and the Desert Star (G)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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8	Sadiq and the Desert Star	8	Sadiq and the Desert Star (G)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
8	Sadiq and the Desert Star	8	Sadiq and the Desert Star (G)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
8	Sadiq and the Desert Star	8	Sadiq and the Desert Star (G)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
8	Sadiq and the Desert Star	8	Sadiq and the Desert Star (G)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
8	Sadiq and the Desert Star	8	Sadiq and the Desert Star (G)	CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8	Sadiq and the Desert Star	9	Sadiq and the Desert Star Wrap-Up (A)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
8	Sadiq and the Desert Star	9	Sadiq and the Desert Star Wrap-Up (A)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
8	Sadiq and the Desert Star	9	Sadiq and the Desert Star Wrap-Up (A)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
8	Sadiq and the Desert Star	9	Sadiq and the Desert Star Wrap-Up (A)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
8	Sadiq and the Desert Star	10	Sadiq and the Desert Star Wrap-Up (B)	CCSS.ELA-Literacy.SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
8	Sadiq and the Desert Star	10	Sadiq and the Desert Star Wrap-Up (B)	CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
9	Stories Old and New	1	Make a Wish (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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9	Stories Old and New	1	Make a Wish (A)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
9	Stories Old and New	1	Make a Wish (A)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
9	Stories Old and New	1	Make a Wish (A)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
9	Stories Old and New	1	Make a Wish (A)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
9	Stories Old and New	1	Make a Wish (A)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
9	Stories Old and New	1	Make a Wish (A)	CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
9	Stories Old and New	1	Make a Wish (A)	CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
9	Stories Old and New	1	Make a Wish (A)	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
9	Stories Old and New	1	Make a Wish (A)	CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
9	Stories Old and New	2	Make a Wish (B)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
9	Stories Old and New	2	Make a Wish (B)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
9	Stories Old and New	2	Make a Wish (B)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
9	Stories Old and New	2	Make a Wish (B)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
9	Stories Old and New	2	Make a Wish (B)	CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

9	Stories Old and New	2	Make a Wish (B)	Attachment 28	CCSS.ELA-Literacy.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
9	Stories Old and New	2	Make a Wish (B)		CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
9	Stories Old and New	2	Make a Wish (B)		CCSS.ELA-Literacy.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
9	Stories Old and New	2	Make a Wish (B)		CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
9	Stories Old and New	2	Make a Wish (B)		CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
9	Stories Old and New	2	Make a Wish (B)		CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
9	Stories Old and New	3	Make a Wish (C)		CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
9	Stories Old and New	3	Make a Wish (C)		CCSS.ELA-Literacy.RF.2.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
9	Stories Old and New	3	Make a Wish (C)		CCSS.ELA-Literacy.RF.2.3e	Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
9	Stories Old and New	3	Make a Wish (C)		CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
9	Stories Old and New	3	Make a Wish (C)		CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
9	Stories Old and New	3	Make a Wish (C)		CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
9	Stories Old and New	3	Make a Wish (C)		CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
9	Stories Old and New	3	Make a Wish (C)		CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
9	Stories Old and New	3	Make a Wish (C)		CCSS.ELA-Literacy.SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
9	Stories Old and New	3	Make a Wish (C)		CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
9	Stories Old and New	4	Make a Wish (D)		CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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9	Stories Old and New	4	Make a Wish (D)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
9	Stories Old and New	4	Make a Wish (D)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
9	Stories Old and New	4	Make a Wish (D)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
9	Stories Old and New	4	Make a Wish (D)	CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
9	Stories Old and New	4	Make a Wish (D)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
9	Stories Old and New	4	Make a Wish (D)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
9	Stories Old and New	4	Make a Wish (D)	CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
9	Stories Old and New	4	Make a Wish (D)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
9	Stories Old and New	4	Make a Wish (D)	CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
9	Stories Old and New	4	Make a Wish (D)	CCSS.ELA-Literacy.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
9	Stories Old and New	4	Make a Wish (D)	CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
9	Stories Old and New	5	Make a Wish (E)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
9	Stories Old and New	5	Make a Wish (E)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
9	Stories Old and New	5	Make a Wish (E)	CCSS.ELA-Literacy.RF.2.3e Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.
9	Stories Old and New	5	Make a Wish (E)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.

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9	Stories Old and New	5	Make a Wish (E)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
9	Stories Old and New	5	Make a Wish (E)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
9	Stories Old and New	5	Make a Wish (E)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
9	Stories Old and New	5	Make a Wish (E)	CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
9	Stories Old and New	5	Make a Wish (E)	CCSS.ELA-Literacy.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
9	Stories Old and New	5	Make a Wish (E)	CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
9	Stories Old and New	6	Your Choice	N/A Students can use this lesson time to do any of the following. <ul style="list-style-type: none"> • Write something of their choice. • Read something of their choice. • Complete any unfinished assignments.
9	Stories Old and New	7	The Foolish Goose (A)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
9	Stories Old and New	7	The Foolish Goose (A)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
9	Stories Old and New	7	The Foolish Goose (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
9	Stories Old and New	7	The Foolish Goose (A)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
9	Stories Old and New	7	The Foolish Goose (A)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
9	Stories Old and New	7	The Foolish Goose (A)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
9	Stories Old and New	7	The Foolish Goose (A)	CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
9	Stories Old and New	7	The Foolish Goose (A)	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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9	Stories Old and New	8	The Foolish Goose (B)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
9	Stories Old and New	8	The Foolish Goose (B)	CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
9	Stories Old and New	8	The Foolish Goose (B)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
9	Stories Old and New	8	The Foolish Goose (B)	CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
9	Stories Old and New	8	The Foolish Goose (B)	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
9	Stories Old and New	8	The Foolish Goose (B)	CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
9	Stories Old and New	9	The Foolish Goose (C)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
9	Stories Old and New	9	The Foolish Goose (C)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
9	Stories Old and New	9	The Foolish Goose (C)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
9	Stories Old and New	9	The Foolish Goose ©	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
9	Stories Old and New	9	The Foolish Goose (C)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
9	Stories Old and New	9	The Foolish Goose (C)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
9	Stories Old and New	9	The Foolish Goose (C)	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
9	Stories Old and New	9	The Foolish Goose (C)	CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

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9	Stories Old and New	10	Astrid & Apollo and the Starry Campout (A) CCSS.ELA-Literacy.RF.2.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
9	Stories Old and New	10	Astrid & Apollo and the Starry Campout (A) CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
9	Stories Old and New	10	Astrid & Apollo and the Starry Campout (A) CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
9	Stories Old and New	10	Astrid & Apollo and the Starry Campout (A) CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
9	Stories Old and New	10	Astrid & Apollo and the Starry Campout (A) CCSS.ELA-Literacy.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
9	Stories Old and New	10	Astrid & Apollo and the Starry Campout (A) CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
9	Stories Old and New	10	Astrid & Apollo and the Starry Campout (A) CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
9	Stories Old and New	11	Astrid & Apollo and the Starry Campout (B) CCSS.ELA-Literacy.L.2.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
9	Stories Old and New	11	Astrid & Apollo and the Starry Campout (B) CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
9	Stories Old and New	11	Astrid & Apollo and the Starry Campout (B) CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
9	Stories Old and New	11	Astrid & Apollo and the Starry Campout (B) CCSS.ELA-Literacy.L.2.4e	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
9	Stories Old and New	11	Astrid & Apollo and the Starry Campout (B) CCSS.ELA-Literacy.RF.2.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
9	Stories Old and New	11	Astrid & Apollo and the Starry Campout (B) CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
9	Stories Old and New	11	Astrid & Apollo and the Starry Campout (B) CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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9	Stories Old and New	11	Astrid & Apollo and the Starry Campout (B)	CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
9	Stories Old and New	11	Astrid & Apollo and the Starry Campout (B)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
9	Stories Old and New	11	Astrid & Apollo and the Starry Campout (B)	CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
9	Stories Old and New	11	Astrid & Apollo and the Starry Campout (B)	CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
9	Stories Old and New	11	Astrid & Apollo and the Starry Campout (B)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
9	Stories Old and New	11	Astrid & Apollo and the Starry Campout (B)	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
9	Stories Old and New	11	Astrid & Apollo and the Starry Campout (B)	CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
9	Stories Old and New	12	Astrid & Apollo and the Starry Campout (C)	CCSS.ELA-Literacy.L.2.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
9	Stories Old and New	12	Astrid & Apollo and the Starry Campout (C)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
9	Stories Old and New	12	Astrid & Apollo and the Starry Campout (C)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
9	Stories Old and New	12	Astrid & Apollo and the Starry Campout (C)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
9	Stories Old and New	12	Astrid & Apollo and the Starry Campout (C)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
9	Stories Old and New	12	Astrid & Apollo and the Starry Campout (C)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
9	Stories Old and New	12	Astrid & Apollo and the Starry Campout (C)	CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
9	Stories Old and New	12	Astrid & Apollo and the Starry Campout (C)	CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
9	Stories Old and New	12	Astrid & Apollo and the Starry Campout (C)	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

9	Stories Old and New	12	Astrid & Apollo and the Starry Campout (D)	CCSS.ELA-Literacy.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
9	Stories Old and New	13	Astrid & Apollo and the Starry Campout (D)	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
9	Stories Old and New	13	Astrid & Apollo and the Starry Campout (D)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
9	Stories Old and New	13	Astrid & Apollo and the Starry Campout (D)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
9	Stories Old and New	13	Astrid & Apollo and the Starry Campout (D)	CCSS.ELA-Literacy.RF.2.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
9	Stories Old and New	13	Astrid & Apollo and the Starry Campout (D)	CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
9	Stories Old and New	13	Astrid & Apollo and the Starry Campout (D)	CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
9	Stories Old and New	13	Astrid & Apollo and the Starry Campout (D)	CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
9	Stories Old and New	13	Astrid & Apollo and the Starry Campout (D)	CCSS.ELA-Literacy.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
9	Stories Old and New	13	Astrid & Apollo and the Starry Campout (D)	CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
9	Stories Old and New	13	Astrid & Apollo and the Starry Campout (D)	CCSS.ELA-Literacy.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
9	Stories Old and New	14	Astrid & Apollo and the Starry Campout (E)	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
9	Stories Old and New	14	Astrid & Apollo and the Starry Campout (E)	CCSS.ELA-Literacy.RF.2.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
9	Stories Old and New	14	Astrid & Apollo and the Starry Campout (E)	CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
9	Stories Old and New	14	Astrid & Apollo and the Starry Campout (E)	CCSS.ELA-Literacy.RF.2.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
9	Stories Old and New	14	Astrid & Apollo and the Starry Campout (E)	CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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9	Stories Old and New	14	Astrid & Apollo and the Starry Campout (E)	CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
9	Stories Old and New	14	Astrid & Apollo and the Starry Campout (E)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
9	Stories Old and New	14	Astrid & Apollo and the Starry Campout (E)	CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
9	Stories Old and New	14	Astrid & Apollo and the Starry Campout (E)	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
9	Stories Old and New	14	Astrid & Apollo and the Starry Campout (E)	CCSS.ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
9	Stories Old and New	15	Stories Old and New Wrap-Up (A)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
9	Stories Old and New	15	Stories Old and New Wrap-Up (A)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
9	Stories Old and New	15	Stories Old and New Wrap-Up (A)	CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
9	Stories Old and New	15	Stories Old and New Wrap-Up (A)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
9	Stories Old and New	15	Stories Old and New Wrap-Up (A)	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
9	Stories Old and New	15	Stories Old and New Wrap-Up (A)	CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
9	Stories Old and New	16	Stories Old and New Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
9	Stories Old and New	16	Stories Old and New Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
9	Stories Old and New	16	Stories Old and New Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
9	Stories Old and New	16	Stories Old and New Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
9	Stories Old and New	16	Stories Old and New Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
9	Stories Old and New	16	Stories Old and New Wrap-Up (B)	CCSS.ELA-Literacy.SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.
9	Stories Old and New	16	Stories Old and New Wrap-Up (B)	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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9	Stories Old and New	17	Cumulative Review (C)	CCSS.ELA-Literacy.L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
9	Stories Old and New	17	Cumulative Review (C)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
9	Stories Old and New	17	Cumulative Review (C)	CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
9	Stories Old and New	17	Cumulative Review (C)	CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
9	Stories Old and New	17	Cumulative Review (C)	CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
9	Stories Old and New	17	Cumulative Review (C)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
9	Stories Old and New	17	Cumulative Review (C)	CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
10	Awesome Animals	1	"Each Animal in Its Place" (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
10	Awesome Animals	1	"Each Animal in Its Place" (A)	CCSS.ELA-Literacy.L.2.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names.
10	Awesome Animals	1	"Each Animal in Its Place" (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
10	Awesome Animals	1	"Each Animal in Its Place" (A)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
10	Awesome Animals	1	"Each Animal in Its Place" (A)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
10	Awesome Animals	1	"Each Animal in Its Place" (A)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
10	Awesome Animals	1	"Each Animal in Its Place" (A)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Awesome Animals	1	"Each Animal in Its Place" (A)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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10	Awesome Animals	1	"Each Animal in Its Place" (A)	CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10	Awesome Animals	1	"Each Animal in Its Place" (A)	CCSS.ELA-Literacy.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
10	Awesome Animals	1	"Each Animal in Its Place" (A)	CCSS.ELA-Literacy.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
10	Awesome Animals	1	"Each Animal in Its Place" (A)	CCSS.ELA-Literacy.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
10	Awesome Animals	2	"Each Animal in Its Place" (B)	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
10	Awesome Animals	2	"Each Animal in Its Place" (B)	CCSS.ELA-Literacy.L.2.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names.
10	Awesome Animals	2	"Each Animal in Its Place" (B)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
10	Awesome Animals	2	"Each Animal in Its Place" (B)	CCSS.ELA-Literacy.RF.2.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
10	Awesome Animals	2	"Each Animal in Its Place" (B)	CCSS.ELA-Literacy.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
10	Awesome Animals	2	"Each Animal in Its Place" (B)	CCSS.ELA-Literacy.RF.2.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Awesome Animals	2	"Each Animal in Its Place" (B)	CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10	Awesome Animals	2	"Each Animal in Its Place" (B)	CCSS.ELA-Literacy.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
10	Awesome Animals	2	"Each Animal in Its Place" (B)	CCSS.ELA-Literacy.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
10	Awesome Animals	3	"Each Animal in Its Place" (C)	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
10	Awesome Animals	3	"Each Animal in Its Place" (C)	CCSS.ELA-Literacy.L.2.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names.
10	Awesome Animals	3	"Each Animal in Its Place" (C)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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10	Awesome Animals	3	"Each Animal in Its Place" (C)	CCSS.ELA-Literacy.L.2.4e Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
10	Awesome Animals	3	"Each Animal in Its Place" (C)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
10	Awesome Animals	3	"Each Animal in Its Place" (C)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
10	Awesome Animals	3	"Each Animal in Its Place" (C)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.
10	Awesome Animals	3	"Each Animal in Its Place" (C)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Awesome Animals	3	"Each Animal in Its Place" (C)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
10	Awesome Animals	3	"Each Animal in Its Place" (C)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10	Awesome Animals	3	"Each Animal in Its Place" (C)	CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
10	Awesome Animals	3	"Each Animal in Its Place" (C)	CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
10	Awesome Animals	4	"Bring on the Bats" (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
10	Awesome Animals	4	"Bring on the Bats" (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
10	Awesome Animals	4	"Bring on the Bats" (A)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
10	Awesome Animals	4	"Bring on the Bats" (A)	CCSS.ELA-Literacy.RF.2.3f Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.

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10	Awesome Animals	4	"Bring on the Bats" (A)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Awesome Animals	4	"Bring on the Bats" (A)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
10	Awesome Animals	4	"Bring on the Bats" (A)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10	Awesome Animals	4	"Bring on the Bats" (A)	CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
10	Awesome Animals	4	"Bring on the Bats" (A)	CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
10	Awesome Animals	4	"Bring on the Bats" (A)	CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
10	Awesome Animals	4	"Bring on the Bats" (A)	CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
10	Awesome Animals	5	"Bring on the Bats" (B)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
10	Awesome Animals	5	"Bring on the Bats" (B)	CCSS.ELA-Literacy.L.2.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
10	Awesome Animals	5	"Bring on the Bats" (B)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
10	Awesome Animals	5	"Bring on the Bats" (B)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Awesome Animals	5	"Bring on the Bats" (B)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10	Awesome Animals	5	"Bring on the Bats" (B)	CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
10	Awesome Animals	5	"Bring on the Bats" (B)	CCSS.ELA-Literacy.RI.2.8 Describe how reasons support specific points the author makes in a text.
10	Awesome Animals	5	"Bring on the Bats" (B)	CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
10	Awesome Animals	5	"Bring on the Bats" (B)	CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
10	Awesome Animals	6	"Bring on the Bats" (C)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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10	Awesome Animals	6	"Bring on the Bats" (C)	CCSS.ELA-Literacy.L.2.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
10	Awesome Animals	6	"Bring on the Bats" (C)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
10	Awesome Animals	6	"Bring on the Bats" (C)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
10	Awesome Animals	6	"Bring on the Bats" (C)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Awesome Animals	6	"Bring on the Bats" (C)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
10	Awesome Animals	6	"Bring on the Bats" (C)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10	Awesome Animals	6	"Bring on the Bats" (C)	CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
10	Awesome Animals	6	"Bring on the Bats" (C)	CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
10	Awesome Animals	6	"Bring on the Bats" (C)	CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
10	Awesome Animals	7	Felina's New Home (A)	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
10	Awesome Animals	7	Felina's New Home (A)	CCSS.ELA-Literacy.L.2.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
10	Awesome Animals	7	Felina's New Home (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
10	Awesome Animals	7	Felina's New Home (A)	CCSS.ELA-Literacy.RF.2.3a Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.

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10	Awesome Animals	7	Felina's New Home (A)	CCSS.ELA-Literacy.RF.2.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
10	Awesome Animals	7	Felina's New Home (A)	CCSS.ELA-Literacy.RF.2.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled two-syllable words with long vowels.
10	Awesome Animals	7	Felina's New Home (A)	CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
10	Awesome Animals	7	Felina's New Home (A)	CCSS.ELA-Literacy.RF.2.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Awesome Animals	7	Felina's New Home (A)	CCSS.ELA-Literacy.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
10	Awesome Animals	7	Felina's New Home (A)	CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10	Awesome Animals	7	Felina's New Home (A)	CCSS.ELA-Literacy.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
10	Awesome Animals	7	Felina's New Home (A)	CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
10	Awesome Animals	8	Felina's New Home (B)	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
10	Awesome Animals	8	Felina's New Home (B)	CCSS.ELA-Literacy.L.2.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
10	Awesome Animals	8	Felina's New Home (B)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
10	Awesome Animals	8	Felina's New Home (B)	CCSS.ELA-Literacy.RF.2.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Awesome Animals	8	Felina's New Home (B)	CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10	Awesome Animals	8	Felina's New Home (B)	CCSS.ELA-Literacy.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
10	Awesome Animals	8	Felina's New Home (B)	CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

10	Awesome Animals	9	Felina's New Home	CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
10	Awesome Animals	9	Felina's New Home (C)	CCSS.ELA-Literacy.L.2.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
10	Awesome Animals	9	Felina's New Home (C)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
10	Awesome Animals	9	Felina's New Home (C)	CCSS.ELA-Literacy.RF.2.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Awesome Animals	9	Felina's New Home (C)	CCSS.ELA-Literacy.RF.2.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
10	Awesome Animals	9	Felina's New Home (C)	CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10	Awesome Animals	9	Felina's New Home (C)	CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
10	Awesome Animals	10	Your Choice	N/A	Students can use this lesson time to do any of the following. <ul style="list-style-type: none"> Write something of their choice. Read something of their choice. Complete any unfinished assignments.
10	Awesome Animals	11	"Animals in Winter" (A)	CCSS.ELA-Literacy.L.2.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group).
10	Awesome Animals	11	"Animals in Winter" (A)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
10	Awesome Animals	11	"Animals in Winter" (A)	CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
10	Awesome Animals	11	"Animals in Winter" (A)	CCSS.ELA-Literacy.RF.2.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Awesome Animals	11	"Animals in Winter" (A)	CCSS.ELA-Literacy.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
10	Awesome Animals	11	"Animals in Winter" (A)	CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

10	Awesome Animals	11	"Animals in Winter" (A)	CCSS.ELA-Literacy.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
10	Awesome Animals	12	"Animals in Winter" (B)	CCSS.ELA-Literacy.L.2.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group).
10	Awesome Animals	12	"Animals in Winter" (B)	CCSS.ELA-Literacy.L.2.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
10	Awesome Animals	12	"Animals in Winter" (B)	CCSS.ELA-Literacy.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
10	Awesome Animals	12	"Animals in Winter" (B)	CCSS.ELA-Literacy.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
10	Awesome Animals	12	"Animals in Winter" (B)	CCSS.ELA-Literacy.RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
10	Awesome Animals	13	"Animals in Winter" (C)	CCSS.ELA-Literacy.L.2.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group).
10	Awesome Animals	13	"Animals in Winter" (C)	CCSS.ELA-Literacy.L.2.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
10	Awesome Animals	13	"Animals in Winter" (C)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
10	Awesome Animals	13	"Animals in Winter" (C)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
10	Awesome Animals	13	"Animals in Winter" (C)	CCSS.ELA-Literacy.RF.2.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Awesome Animals	13	"Animals in Winter" (C)	CCSS.ELA-Literacy.RF.2.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
10	Awesome Animals	13	"Animals in Winter" (C)	CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10	Awesome Animals	13	"Animals in Winter" (C)	CCSS.ELA-Literacy.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
10	Awesome Animals	13	"Animals in Winter" (C)	CCSS.ELA-Literacy.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

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10	Awesome Animals	14	Awesome Animals Wrap-Up (A) CCSS.ELA-Literacy.L.2.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names.
10	Awesome Animals	14	Awesome Animals Wrap-Up (A) CCSS.ELA-Literacy.L.2.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
10	Awesome Animals	14	Awesome Animals Wrap-Up (A) CCSS.ELA-Literacy.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
10	Awesome Animals	15	Awesome Animals Wrap-Up (B) CCSS.ELA-Literacy.L.2.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group).
10	Awesome Animals	15	Awesome Animals Wrap-Up (B) CCSS.ELA-Literacy.L.2.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names.
10	Awesome Animals	15	Awesome Animals Wrap-Up (B) CCSS.ELA-Literacy.L.2.4e	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
10	Awesome Animals	15	Awesome Animals Wrap-Up (B) CCSS.ELA-Literacy.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
10	Awesome Animals	15	Awesome Animals Wrap-Up (B) CCSS.ELA-Literacy.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
10	Awesome Animals	15	Awesome Animals Wrap-Up (B) CCSS.ELA-Literacy.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
10	Awesome Animals	15	Awesome Animals Wrap-Up (B) CCSS.ELA-Literacy.RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
10	Awesome Animals	15	Awesome Animals Wrap-Up (B) CCSS.ELA-Literacy.RI.2.8	Describe how reasons support specific points the author makes in a text.
10	Awesome Animals	15	Awesome Animals Wrap-Up (B) CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
11	Ancient Rome	1	"A Day in Ancient Rome" (A) CCSS.ELA-Literacy.L.2.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
11	Ancient Rome	1	"A Day in Ancient Rome" (A) CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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11	Ancient Rome	1	"A Day in Ancient Rome" (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
11	Ancient Rome	1	"A Day in Ancient Rome" (A)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
11	Ancient Rome	1	"A Day in Ancient Rome" (A)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Ancient Rome	1	"A Day in Ancient Rome" (A)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
11	Ancient Rome	1	"A Day in Ancient Rome" (A)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
11	Ancient Rome	1	"A Day in Ancient Rome" (A)	CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
11	Ancient Rome	1	"A Day in Ancient Rome" (A)	CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
11	Ancient Rome	2	"A Day in Ancient Rome" (B)	CCSS.ELA-Literacy.L.2.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
11	Ancient Rome	2	"A Day in Ancient Rome" (B)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Ancient Rome	2	"A Day in Ancient Rome" (B)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
11	Ancient Rome	2	"A Day in Ancient Rome" (B)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
11	Ancient Rome	2	"A Day in Ancient Rome" (B)	CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
11	Ancient Rome	3	"Gods and Spirits of Ancient Rome" (A)	CCSS.ELA-Literacy.L.2.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
11	Ancient Rome	3	"Gods and Spirits of Ancient Rome" (A)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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11	Ancient Rome	3	"Gods and Spirits of Ancient Rome" (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
11	Ancient Rome	3	"Gods and Spirits of Ancient Rome" (A)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
11	Ancient Rome	3	"Gods and Spirits of Ancient Rome" (A)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Ancient Rome	3	"Gods and Spirits of Ancient Rome" (A)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
11	Ancient Rome	3	"Gods and Spirits of Ancient Rome" (A)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
11	Ancient Rome	3	"Gods and Spirits of Ancient Rome" (A)	CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
11	Ancient Rome	3	"Gods and Spirits of Ancient Rome" (A)	CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
11	Ancient Rome	4	"Gods and Spirits of Ancient Rome" (B)	CCSS.ELA-Literacy.L.2.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
11	Ancient Rome	4	"Gods and Spirits of Ancient Rome" (B)	CCSS.ELA-Literacy.RF.2.3a Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.
11	Ancient Rome	4	"Gods and Spirits of Ancient Rome" (B)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
11	Ancient Rome	4	"Gods and Spirits of Ancient Rome" (B)	CCSS.ELA-Literacy.RF.2.3c Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled two-syllable words with long vowels.
11	Ancient Rome	4	"Gods and Spirits of Ancient Rome" (B)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Ancient Rome	4	"Gods and Spirits of Ancient Rome" (B)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
11	Ancient Rome	4	"Gods and Spirits of Ancient Rome" (B)	CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

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11	Ancient Rome	4	"Gods and Spirits of Ancient Rome" (B)	CCSS.ELA-Literacy.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
11	Ancient Rome	4	"Gods and Spirits of Ancient Rome" (B)	CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
11	Ancient Rome	5	"Gods and Spirits of Ancient Rome" (C)	CCSS.ELA-Literacy.L.2.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
11	Ancient Rome	5	"Gods and Spirits of Ancient Rome" (C)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
11	Ancient Rome	5	"Gods and Spirits of Ancient Rome" (C)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
11	Ancient Rome	5	"Gods and Spirits of Ancient Rome" (C)	CCSS.ELA-Literacy.RF.2.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
11	Ancient Rome	5	"Gods and Spirits of Ancient Rome" (C)	CCSS.ELA-Literacy.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
11	Ancient Rome	5	"Gods and Spirits of Ancient Rome" (C)	CCSS.ELA-Literacy.RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
11	Ancient Rome	5	"Gods and Spirits of Ancient Rome" (C)	CCSS.ELA-Literacy.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
11	Ancient Rome	5	"Gods and Spirits of Ancient Rome" (C)	CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
11	Ancient Rome	6	Your Choice	N/A	Students can use this lesson time to do any of the following. <ul style="list-style-type: none"> • Write something of their choice. • Read something of their choice. • Complete any unfinished assignments.
11	Ancient Rome	7	Reading About Rome (A)	CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
11	Ancient Rome	7	Reading About Rome (A)	CCSS.ELA-Literacy.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
11	Ancient Rome	8	Reading About Rome (B)	CCSS.ELA-Literacy.L.2.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.
11	Ancient Rome	8	Reading About Rome (B)	CCSS.ELA-Literacy.RF.2.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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11	Ancient Rome	8	Reading About Rome (B) CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
11	Ancient Rome	8	Reading About Rome (B) CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
11	Ancient Rome	8	Reading About Rome (B) CCSS.ELA-Literacy.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
11	Ancient Rome	9	"Living with Latin" (A) CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
11	Ancient Rome	9	"Living with Latin" (A) CCSS.ELA-Literacy.L.2.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
11	Ancient Rome	9	"Living with Latin" (A) CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
11	Ancient Rome	9	"Living with Latin" (A) CCSS.ELA-Literacy.RF.2.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Ancient Rome	9	"Living with Latin" (A) CCSS.ELA-Literacy.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
11	Ancient Rome	9	"Living with Latin" (A) CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
11	Ancient Rome	9	"Living with Latin" (A) CCSS.ELA-Literacy.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
11	Ancient Rome	9	"Living with Latin" (A) CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
11	Ancient Rome	9	"Living with Latin" (A) CCSS.ELA-Literacy.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
11	Ancient Rome	10	"Living with Latin" (B) CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
11	Ancient Rome	10	"Living with Latin" (B) CCSS.ELA-Literacy.L.2.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

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11	Ancient Rome	10	"Living with Latin" (B)	CCSS.ELA-Literacy.RF.2.3d Know and apply grade-level phonics and word analysis skills in decoding words. Decode words with common prefixes and suffixes.
11	Ancient Rome	10	"Living with Latin" (B)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
11	Ancient Rome	10	"Living with Latin" (B)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
11	Ancient Rome	10	"Living with Latin" (B)	CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
11	Ancient Rome	10	"Living with Latin" (B)	CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
11	Ancient Rome	10	"Living with Latin" (B)	CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
11	Ancient Rome	11	Volcanoes! (A)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
11	Ancient Rome	11	Volcanoes! (A)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Ancient Rome	11	Volcanoes! (A)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
11	Ancient Rome	11	Volcanoes! (A)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
11	Ancient Rome	11	Volcanoes! (A)	CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
11	Ancient Rome	12	Volcanoes! (B)	CCSS.ELA-Literacy.RF.2.3d Know and apply grade-level phonics and word analysis skills in decoding words. Decode words with common prefixes and suffixes.
11	Ancient Rome	12	Volcanoes! (B)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Ancient Rome	12	Volcanoes! (B)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
11	Ancient Rome	12	Volcanoes! (B)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
11	Ancient Rome	12	Volcanoes! (B)	CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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11	Ancient Rome	13	Volcanoes! (C)	CCSS.ELA-Literacy.L.2.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
11	Ancient Rome	13	Volcanoes! (C)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
11	Ancient Rome	13	Volcanoes! (C)	CCSS.ELA-Literacy.L.2.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
11	Ancient Rome	13	Volcanoes! (C)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Ancient Rome	13	Volcanoes! (C)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
11	Ancient Rome	13	Volcanoes! (C)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
11	Ancient Rome	13	Volcanoes! (C)	CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
11	Ancient Rome	13	Volcanoes! (C)	CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
11	Ancient Rome	14	Volcanoes! (D)	CCSS.ELA-Literacy.L.2.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
11	Ancient Rome	14	Volcanoes! (D)	CCSS.ELA-Literacy.RF.2.3d Know and apply grade-level phonics and word analysis skills in decoding words. Decode words with common prefixes and suffixes.
11	Ancient Rome	14	Volcanoes! (D)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
11	Ancient Rome	14	Volcanoes! (D)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
11	Ancient Rome	14	Volcanoes! (D)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
11	Ancient Rome	14	Volcanoes! (D)	CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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11	Ancient Rome	14	Volcanoes! (D)	CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
11	Ancient Rome	15	"Pliny Saw It All" (A)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
11	Ancient Rome	15	"Pliny Saw It All" (A)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
11	Ancient Rome	15	"Pliny Saw It All" (A)	CCSS.ELA-Literacy.RF.2.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Decode words with common prefixes and suffixes.
11	Ancient Rome	15	"Pliny Saw It All" (A)	CCSS.ELA-Literacy.RF.2.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Ancient Rome	15	"Pliny Saw It All" (A)	CCSS.ELA-Literacy.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
11	Ancient Rome	15	"Pliny Saw It All" (A)	CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
11	Ancient Rome	15	"Pliny Saw It All" (A)	CCSS.ELA-Literacy.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
11	Ancient Rome	15	"Pliny Saw It All" (A)	CCSS.ELA-Literacy.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
11	Ancient Rome	15	"Pliny Saw It All" (A)	CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
11	Ancient Rome	15	"Pliny Saw It All" (A)	CCSS.ELA-Literacy.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
11	Ancient Rome	16	"Pliny Saw It All" (B)	CCSS.ELA-Literacy.RF.2.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Ancient Rome	16	"Pliny Saw It All" (B)	CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
11	Ancient Rome	16	"Pliny Saw It All" (B)	CCSS.ELA-Literacy.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
11	Ancient Rome	16	"Pliny Saw It All" (B)	CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
11	Ancient Rome	16	"Pliny Saw It All" (B)	CCSS.ELA-Literacy.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
11	Ancient Rome	17	"Pliny Saw It All" (C)	CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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11	Ancient Rome	17	"Pliny Saw It All" (C)	CCSS.ELA-Literacy.L.2.4e Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
11	Ancient Rome	17	"Pliny Saw It All" (C)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
11	Ancient Rome	17	"Pliny Saw It All" (C)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
11	Ancient Rome	17	"Pliny Saw It All" (C)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
11	Ancient Rome	17	"Pliny Saw It All" (C)	CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
11	Ancient Rome	17	"Pliny Saw It All" (C)	CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
11	Ancient Rome	17	"Pliny Saw It All" (C)	CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
11	Ancient Rome	18	Ancient Rome Wrap-Up (A)	CCSS.ELA-Literacy.L.2.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
11	Ancient Rome	18	Ancient Rome Wrap-Up (A)	CCSS.ELA-Literacy.L.2.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
11	Ancient Rome	18	Ancient Rome Wrap-Up (A)	CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
11	Ancient Rome	18	Ancient Rome Wrap-Up (A)	CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
11	Ancient Rome	19	Ancient Rome Wrap-Up (B)	CCSS.ELA-Literacy.L.2.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

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11	Ancient Rome	19	Ancient Rome Wrap-Up (B)	CCSS.ELA-Literacy.L.2.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
11	Ancient Rome	19	Ancient Rome Wrap-Up (B)	CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
11	Ancient Rome	19	Ancient Rome Wrap-Up (B)	CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
12	Animal Helpers	1	Your Choice	N/A •Write something of their choice. •Read something of their choice. •Complete any unfinished assignments.
12	Animal Helpers	2	"Animal Helpers" (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
12	Animal Helpers	2	"Animal Helpers" (A)	CCSS.ELA-Literacy.RF.2.3c Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled two-syllable words with long vowels.
12	Animal Helpers	2	"Animal Helpers" (A)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	Animal Helpers	2	"Animal Helpers" (A)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
12	Animal Helpers	2	"Animal Helpers" (A)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
12	Animal Helpers	2	"Animal Helpers" (A)	CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
12	Animal Helpers	3	"Animal Helpers" (B)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
12	Animal Helpers	3	"Animal Helpers" (B)	CCSS.ELA-Literacy.RF.2.3c Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled two-syllable words with long vowels.
12	Animal Helpers	3	"Animal Helpers" (B)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	Animal Helpers	3	"Animal Helpers" (B)	CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
12	Animal Helpers	4	"Animal Helpers" (C)	CCSS.ELA-Literacy.RF.2.3c Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled two-syllable words with long vowels.

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12	Animal Helpers	4	"Animal Helpers" (C)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
12	Animal Helpers	4	"Animal Helpers" (C)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
12	Animal Helpers	5	More on Animal Helpers (A)	CCSS.ELA-Literacy.L.2.4e Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
12	Animal Helpers	5	More on Animal Helpers (A)	CCSS.ELA-Literacy.RF.2.3c Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled two-syllable words with long vowels.
12	Animal Helpers	5	More on Animal Helpers (A)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
12	Animal Helpers	5	More on Animal Helpers (A)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
12	Animal Helpers	6	More on Animal Helpers (B)	CCSS.ELA-Literacy.L.2.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
12	Animal Helpers	6	More on Animal Helpers (B)	CCSS.ELA-Literacy.L.2.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
12	Animal Helpers	6	More on Animal Helpers (B)	CCSS.ELA-Literacy.RF.2.3c Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled two-syllable words with long vowels.
12	Animal Helpers	6	More on Animal Helpers (B)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
12	Animal Helpers	6	More on Animal Helpers (B)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
12	Animal Helpers	6	More on Animal Helpers (B)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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12	Animal Helpers	7	Buddy: The First Seeing Eye Dog (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
12	Animal Helpers	7	Buddy: The First Seeing Eye Dog (A)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
12	Animal Helpers	7	Buddy: The First Seeing Eye Dog (A)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	Animal Helpers	7	Buddy: The First Seeing Eye Dog (A)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
12	Animal Helpers	7	Buddy: The First Seeing Eye Dog (A)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
12	Animal Helpers	7	Buddy: The First Seeing Eye Dog (A)	CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
12	Animal Helpers	8	Buddy: The First Seeing Eye Dog (B)	CCSS.ELA-Literacy.L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
12	Animal Helpers	8	Buddy: The First Seeing Eye Dog (B)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
12	Animal Helpers	8	Buddy: The First Seeing Eye Dog (B)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	Animal Helpers	8	Buddy: The First Seeing Eye Dog (B)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
12	Animal Helpers	8	Buddy: The First Seeing Eye Dog (B)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
12	Animal Helpers	9	Buddy: The First Seeing Eye Dog (C)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	Animal Helpers	9	Buddy: The First Seeing Eye Dog (C)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
12	Animal Helpers	9	Buddy: The First Seeing Eye Dog (C)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
12	Animal Helpers	9	Buddy: The First Seeing Eye Dog (C)	CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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12	Animal Helpers	10	Buddy: The First Seeing Eye Dog (D)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
12	Animal Helpers	10	Buddy: The First Seeing Eye Dog (D)	CCSS.ELA-Literacy.RF.2.3a Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.
12	Animal Helpers	10	Buddy: The First Seeing Eye Dog (D)	CCSS.ELA-Literacy.RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
12	Animal Helpers	10	Buddy: The First Seeing Eye Dog (D)	CCSS.ELA-Literacy.RF.2.3c Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled two-syllable words with long vowels.
12	Animal Helpers	10	Buddy: The First Seeing Eye Dog (D)	CCSS.ELA-Literacy.RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	Animal Helpers	10	Buddy: The First Seeing Eye Dog (D)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
12	Animal Helpers	10	Buddy: The First Seeing Eye Dog (D)	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
12	Animal Helpers	10	Buddy: The First Seeing Eye Dog (D)	CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
12	Animal Helpers	10	Buddy: The First Seeing Eye Dog (D)	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
12	Animal Helpers	11	Your Choice	N/A Students can use this lesson time to do any of the following. • Write something of their choice. • Read something of their choice. • Complete any unfinished assignments.
12	Animal Helpers	12	Zoey and Sassafras: Dragons and Marshmallows (A)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
12	Animal Helpers	12	Zoey and Sassafras: Dragons and Marshmallows (A)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
12	Animal Helpers	12	Zoey and Sassafras: Dragons and Marshmallows (A)	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

12	Animal Helpers	12	Zoey and Sassafras: Dragons and Marshmallows (A)	Attachment 28 CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
12	Animal Helpers	13	Zoey and Sassafras: Dragons and Marshmallows (B)	CCSS.ELA-Literacy.L.2.5a	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
12	Animal Helpers	13	Zoey and Sassafras: Dragons and Marshmallows (B)	CCSS.ELA-Literacy.L.2.5b	Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
12	Animal Helpers	13	Zoey and Sassafras: Dragons and Marshmallows (B)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
12	Animal Helpers	13	Zoey and Sassafras: Dragons and Marshmallows (B)	CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
12	Animal Helpers	13	Zoey and Sassafras: Dragons and Marshmallows (B)	CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
12	Animal Helpers	14	Zoey and Sassafras: Dragons and Marshmallows (C)	CCSS.ELA-Literacy.L.2.4e	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
12	Animal Helpers	14	Zoey and Sassafras: Dragons and Marshmallows (C)	CCSS.ELA-Literacy.L.2.5a	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
12	Animal Helpers	14	Zoey and Sassafras: Dragons and Marshmallows (C)	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
12	Animal Helpers	14	Zoey and Sassafras: Dragons and Marshmallows (C)	CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
12	Animal Helpers	14	Zoey and Sassafras: Dragons and Marshmallows (C)	CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
12	Animal Helpers	14	Zoey and Sassafras: Dragons and Marshmallows (C)	CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
12	Animal Helpers	14	Zoey and Sassafras: Dragons and Marshmallows (C)	CCSS.ELA-Literacy.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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12	Animal Helpers	15	Zoey and Sassafras: Dragons and Marshmallows (D)	CCSS.ELA-Literacy.L.2.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
12	Animal Helpers	15	Zoey and Sassafras: Dragons and Marshmallows (D)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
12	Animal Helpers	15	Zoey and Sassafras: Dragons and Marshmallows (D)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
12	Animal Helpers	15	Zoey and Sassafras: Dragons and Marshmallows (D)	CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
12	Animal Helpers	15	Zoey and Sassafras: Dragons and Marshmallows (D)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
12	Animal Helpers	15	Zoey and Sassafras: Dragons and Marshmallows (D)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
12	Animal Helpers	15	Zoey and Sassafras: Dragons and Marshmallows (D)	CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
12	Animal Helpers	16	Zoey and Sassafras: Dragons and Marshmallows (E)	CCSS.ELA-Literacy.L.2.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
12	Animal Helpers	16	Zoey and Sassafras: Dragons and Marshmallows (E)	CCSS.ELA-Literacy.L.2.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
12	Animal Helpers	16	Zoey and Sassafras: Dragons and Marshmallows (E)	CCSS.ELA-Literacy.L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
12	Animal Helpers	16	Zoey and Sassafras: Dragons and Marshmallows (E)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
12	Animal Helpers	16	Zoey and Sassafras: Dragons and Marshmallows (E)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
12	Animal Helpers	16	Zoey and Sassafras: Dragons and Marshmallows (E)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
12	Animal Helpers	16	Zoey and Sassafras: Dragons and Marshmallows (E)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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12	Animal Helpers	17	Zoey and Sassafras: Marshmallows (F)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
12	Animal Helpers	17	Zoey and Sassafras: Dragons and Marshmallows (F)	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
12	Animal Helpers	17	Zoey and Sassafras: Dragons and Marshmallows (F)	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
12	Animal Helpers	17	Zoey and Sassafras: Dragons and Marshmallows (F)	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
12	Animal Helpers	17	Zoey and Sassafras: Dragons and Marshmallows (F)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
12	Animal Helpers	17	Zoey and Sassafras: Dragons and Marshmallows (F)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
12	Animal Helpers	18	Animal Helpers Wrap-Up (A)	CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
12	Animal Helpers	19	Animal Helpers Wrap-Up (B)	CCSS.ELA-Literacy.L.2.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
12	Animal Helpers	19	Animal Helpers Wrap-Up (B)	CCSS.ELA-Literacy.L.2.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
12	Animal Helpers	19	Animal Helpers Wrap-Up (B)	CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
12	Animal Helpers	19	Animal Helpers Wrap-Up (B)	CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
12	Animal Helpers	19	Animal Helpers Wrap-Up (B)	CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
12	Animal Helpers	19	Animal Helpers Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
12	Animal Helpers	19	Animal Helpers Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
12	Animal Helpers	19	Animal Helpers Wrap-Up (B)	CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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12	Animal Helpers	20	Cumulative Review (D)	CCSS.ELA-Literacy.L.2.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
12	Animal Helpers	20	Cumulative Review (D)	CCSS.ELA-Literacy.L.2.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names.
12	Animal Helpers	20	Cumulative Review (D)	CCSS.ELA-Literacy.L.2.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.
12	Animal Helpers	20	Cumulative Review (D)	CCSS.ELA-Literacy.L.2.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
12	Animal Helpers	20	Cumulative Review (D)	CCSS.ELA-Literacy.L.2.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
12	Animal Helpers	20	Cumulative Review (D)	CCSS.ELA-Literacy.L.2.4e Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
12	Animal Helpers	20	Cumulative Review (D)	CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
12	Animal Helpers	20	Cumulative Review (D)	CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
12	Animal Helpers	20	Cumulative Review (D)	CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
12	Animal Helpers	20	Cumulative Review (D)	CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
12	Animal Helpers	20	Cumulative Review (D)	CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
12	Animal Helpers	20	Cumulative Review (D)	CCSS.ELA-Literacy.RI.2.8 Describe how reasons support specific points the author makes in a text.
12	Animal Helpers	20	Cumulative Review (D)	CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
13	Ready Fluency Appendix	1	Reading Benchmark	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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13	Ready Fluency Appendix	2	Reading Checkpoint	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
13	Ready Fluency Appendix	3	Reading Checkpoint	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
13	Ready Fluency Appendix	4	Reading Checkpoint	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
13	Ready Fluency Appendix	5	Reading Benchmark	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
13	Ready Fluency Appendix	6	Reading Checkpoint	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
13	Ready Fluency Appendix	7	Reading Checkpoint	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
13	Ready Fluency Appendix	8	Reading Checkpoint	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
13	Ready Fluency Appendix	9	Reading Checkpoint	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
13	Ready Fluency Appendix	10	Reading Benchmark	CCSS.ELA-Literacy.RF.2.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.



Common Core Grade Three English Language Arts Standards Attachment 28 - ACAD Compared to ELA 3 Summit



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Author Study	1	Allen Say (A)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
1	Author Study	1	Allen Say (A)	CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
1	Author Study	1	Allen Say (A)	CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
1	Author Study	1	Allen Say (A)	CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
1	Author Study	1	Allen Say (A)	CCSS.ELA-Literacy.L.3.5c	Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
1	Author Study	1	Allen Say (A)	CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
1	Author Study	1	Allen Say (A)	CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
1	Author Study	1	Allen Say (A)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
1	Author Study	1	Allen Say (A)	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

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1	Author Study	1	Allen Say (A)	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1	Author Study	1	Allen Say (A)	CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
1	Author Study	1	Allen Say (A)	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
1	Author Study	1	Allen Say (A)	CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
1	Author Study	1	Allen Say (A)	CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
1	Author Study	1	Allen Say (A)	CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
1	Author Study	1	Allen Say (A)	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
1	Author Study	2	Allen Say (B)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
1	Author Study	2	Allen Say (B)	CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
1	Author Study	2	Allen Say (B)	CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
1	Author Study	2	Allen Say (B)	CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
1	Author Study	2	Allen Say (B)	CCSS.ELA-Literacy.L.3.5a	Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

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1	Author Study	2	Allen Say (B)	<p>CCSS.ELA-Literacy.L.3.5b</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>
1	Author Study	2	Allen Say (B)	<p>CCSS.ELA-Literacy.L.3.6</p> <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
1	Author Study	2	Allen Say (B)	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
1	Author Study	2	Allen Say (B)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
1	Author Study	2	Allen Say (B)	<p>CCSS.ELA-Literacy.RF.3.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
1	Author Study	2	Allen Say (B)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
1	Author Study	2	Allen Say (B)	<p>CCSS.ELA-Literacy.RI.3.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
1	Author Study	2	Allen Say (B)	<p>CCSS.ELA-Literacy.RL.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
1	Author Study	2	Allen Say (B)	<p>CCSS.ELA-Literacy.RL.3.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
1	Author Study	2	Allen Say (B)	<p>CCSS.ELA-Literacy.RL.3.2</p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>
1	Author Study	2	Allen Say (B)	<p>CCSS.ELA-Literacy.RL.3.4</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>
1	Author Study	2	Allen Say (B)	<p>CCSS.ELA-Literacy.RL.3.7</p> <p>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>
1	Author Study	2	Allen Say (B)	<p>CCSS.ELA-Literacy.SL.3.5</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>

Attachment 28 - ACAD				
1	Author Study	3	Allen Say (C)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
1	Author Study	3	Allen Say (C)	<p>CCSS.ELA-Literacy.L.3.2f</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
1	Author Study	3	Allen Say (C)	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
1	Author Study	3	Allen Say (C)	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
1	Author Study	3	Allen Say (C)	<p>CCSS.ELA-Literacy.L.3.5b</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>
1	Author Study	3	Allen Say (C)	<p>CCSS.ELA-Literacy.L.3.6</p> <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
1	Author Study	3	Allen Say (C)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
1	Author Study	3	Allen Say (C)	<p>CCSS.ELA-Literacy.RF.3.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
1	Author Study	3	Allen Say (C)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
1	Author Study	3	Allen Say (C)	<p>CCSS.ELA-Literacy.RI.3.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
1	Author Study	3	Allen Say (C)	<p>CCSS.ELA-Literacy.RL.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>

				Attachment 28 - ACAS	
1	Author Study	3	Allen Say (C)	CCSS.ELA-Literacy.RL.3.1a	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
1	Author Study	3	Allen Say (C)	CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
1	Author Study	3	Allen Say (C)	CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
1	Author Study	3	Allen Say (C)	CCSS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
1	Author Study	3	Allen Say (C)	CCSS.ELA-Literacy.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
1	Author Study	3	Allen Say (C)	CCSS.ELA-Literacy.SL.3.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
1	Author Study	3	Allen Say (C)	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
1	Author Study	4	Allen Say (D)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
1	Author Study	4	Allen Say (D)	CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
1	Author Study	4	Allen Say (D)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
1	Author Study	4	Allen Say (D)	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
1	Author Study	4	Allen Say (D)	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1	Author Study	4	Allen Say (D)	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.

				Attachment 28 - ACAS	
1	Author Study	4	Allen Say (D)	CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
1	Author Study	4	Allen Say (D)	CCSS.ELA-Literacy.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
1	Author Study	4	Allen Say (D)	CCSS.ELA-Literacy.SL.3.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
1	Author Study	4	Allen Say (D)	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
1	Author Study	4	Allen Say (D)	CCSS.ELA-Literacy.W.3.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
1	Author Study	4	Allen Say (D)	CCSS.ELA-Literacy.W.3.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.
1	Author Study	4	Allen Say (D)	CCSS.ELA-Literacy.W.3.2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
1	Author Study	4	Allen Say (D)	CCSS.ELA-Literacy.W.3.2d	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section.
1	Author Study	5	Allen Say (E)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
1	Author Study	5	Allen Say (E)	CCSS.ELA-Literacy.L.3.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.

Attachment 28 - ACAD				
1	Author Study	5	Allen Say (E)	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
1	Author Study	5	Allen Say (E)	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
1	Author Study	5	Allen Say (E)	<p>CCSS.ELA-Literacy.L.3.6</p> <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
1	Author Study	5	Allen Say (E)	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
1	Author Study	5	Allen Say (E)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
1	Author Study	5	Allen Say (E)	<p>CCSS.ELA-Literacy.RF.3.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
1	Author Study	5	Allen Say (E)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
1	Author Study	5	Allen Say (E)	<p>CCSS.ELA-Literacy.RI.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
1	Author Study	5	Allen Say (E)	<p>CCSS.ELA-Literacy.RI.3.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
1	Author Study	5	Allen Say (E)	<p>CCSS.ELA-Literacy.RL.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
1	Author Study	5	Allen Say (E)	<p>CCSS.ELA-Literacy.RL.3.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
1	Author Study	5	Allen Say (E)	<p>CCSS.ELA-Literacy.RL.3.4</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>
1	Author Study	5	Allen Say (E)	<p>CCSS.ELA-Literacy.RL.3.7</p> <p>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>
1	Author Study	5	Allen Say (E)	<p>CCSS.ELA-Literacy.RL.3.9</p> <p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>

Attachment 28 - ACAD				
1	Author Study	5	Allen Say (E) CCSS.ELA-Literacy.SL.3.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Explain their own ideas and understanding in light of the discussion.
1	Author Study	5	Allen Say (E) CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
1	Author Study	5	Allen Say (E) CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
1	Author Study	6	Allen Say (F) CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
1	Author Study	6	Allen Say (F) CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
1	Author Study	6	Allen Say (F) CCSS.ELA-Literacy.L.3.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.
1	Author Study	6	Allen Say (F) CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
1	Author Study	6	Allen Say (F) CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
1	Author Study	6	Allen Say (F) CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
1	Author Study	6	Allen Say (F) CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
1	Author Study	6	Allen Say (F) CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

				Attachment 28 - ACAD	
1	Author Study	6	Allen Say (F)	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1	Author Study	6	Allen Say (F)	CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.
1	Author Study	6	Allen Say (F)	CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
1	Author Study	6	Allen Say (F)	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
1	Author Study	6	Allen Say (F)	CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
1	Author Study	6	Allen Say (F)	CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
1	Author Study	6	Allen Say (F)	CCSS.ELA-Literacy.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
1	Author Study	6	Allen Say (F)	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
1	Author Study	6	Allen Say (F)	CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
1	Author Study	6	Allen Say (F)	CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
1	Author Study	7	Allen Say (G)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
1	Author Study	7	Allen Say (G)	CCSS.ELA-Literacy.L.3.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.
1	Author Study	7	Allen Say (G)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
1	Author Study	7	Allen Say (G)	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
1	Author Study	7	Allen Say (G)	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

				Attachment 28 - ACAS	
1	Author Study	7	Allen Say (G)	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
1	Author Study	7	Allen Say (G)	CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
1	Author Study	7	Allen Say (G)	CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
1	Author Study	7	Allen Say (G)	CCSS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
1	Author Study	7	Allen Say (G)	CCSS.ELA-Literacy.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
1	Author Study	7	Allen Say (G)	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
1	Author Study	7	Allen Say (G)	CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
1	Author Study	8	Allen Say Wrap-Up	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
1	Author Study	8	Allen Say Wrap-Up	CCSS.ELA-Literacy.L.3.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.
1	Author Study	8	Allen Say Wrap-Up	CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
1	Author Study	8	Allen Say Wrap-Up	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
1	Author Study	8	Allen Say Wrap-Up	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
1	Author Study	8	Allen Say Wrap-Up	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1	Author Study	8	Allen Say Wrap-Up	Attachment 28 - ACAS CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
1	Author Study	8	Allen Say Wrap-Up	CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
1	Author Study	8	Allen Say Wrap-Up	CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
1	Author Study	8	Allen Say Wrap-Up	CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
1	Author Study	8	Allen Say Wrap-Up	CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
1	Author Study	8	Allen Say Wrap-Up	CCSS.ELA-Literacy.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
1	Author Study	8	Allen Say Wrap-Up	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
1	Author Study	8	Allen Say Wrap-Up	CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
1	Author Study	9	Word Relationships and Context Clues	CCSS.ELA-Literacy.L.2.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
1	Author Study	9	Word Relationships and Context Clues	CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
1	Author Study	9	Word Relationships and Context Clues	CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
1	Author Study	9	Word Relationships and Context Clues	CCSS.ELA-Literacy.L.3.5b	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
1	Author Study	9	Word Relationships and Context Clues	CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Attachment 28 - ACAD				
1	Author Study	9	Word Relationships and Context Clues	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
1	Author Study	9	Word Relationships and Context Clues	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
1	Author Study	9	Word Relationships and Context Clues	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1	Author Study	9	Word Relationships and Context Clues	CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
1	Author Study	9	Word Relationships and Context Clues	CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
1	Author Study	10	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
1	Author Study	11	Narrative Writing Skills (A)	CCSS.ELA-Literacy.L.1.1j Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
1	Author Study	11	Narrative Writing Skills (A)	CCSS.ELA-Literacy.L.3.1i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce simple, compound, and complex sentences.
1	Author Study	11	Narrative Writing Skills (A)	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
1	Author Study	11	Narrative Writing Skills (A)	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
1	Author Study	11	Narrative Writing Skills (A)	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
1	Author Study	11	Narrative Writing Skills (A)	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Attachment 28 - ACAD				
1	Author Study	11	Narrative Writing Skills (A)	CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
1	Author Study	11	Narrative Writing Skills (A)	CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
1	Author Study	11	Narrative Writing Skills (A)	CCSS.ELA-Literacy.W.3.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
1	Author Study	11	Narrative Writing Skills (A)	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
1	Author Study	12	Narrative Writing Skills (B)	CCSS.ELA-Literacy.L.3.1h Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use coordinating and subordinating conjunctions.
1	Author Study	12	Narrative Writing Skills (B)	CCSS.ELA-Literacy.L.3.1i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce simple, compound, and complex sentences.
1	Author Study	12	Narrative Writing Skills (B)	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
1	Author Study	12	Narrative Writing Skills (B)	CCSS.ELA-Literacy.L.3.2f Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
1	Author Study	12	Narrative Writing Skills (B)	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
1	Author Study	12	Narrative Writing Skills (B)	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
1	Author Study	12	Narrative Writing Skills (B)	CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
1	Author Study	12	Narrative Writing Skills (B)	CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Attachment 28 - ACAD				
1	Author Study	12	Narrative Writing Skills (B)	<p>CCSS.ELA-Literacy.W.3.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
1	Author Study	12	Narrative Writing Skills (B)	<p>CCSS.ELA-Literacy.W.3.3b</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>
1	Author Study	12	Narrative Writing Skills (B)	<p>CCSS.ELA-Literacy.W.3.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
1	Author Study	13	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.L.3.1h</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use coordinating and subordinating conjunctions.</p>
1	Author Study	13	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.L.3.1i</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Produce simple, compound, and complex sentences.</p>
1	Author Study	13	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
1	Author Study	13	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
1	Author Study	13	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
1	Author Study	13	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.W.3.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
1	Author Study	13	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.W.3.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
1	Author Study	13	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.W.3.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>

Attachment 28 - ACAD				
1	Author Study	13	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.W.3.3b</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>
1	Author Study	13	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.W.3.3c</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use temporal words and phrases to signal event order.</p>
1	Author Study	13	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.W.3.3d</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Provide a sense of closure.</p>
1	Author Study	14	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.L.3.1h</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use coordinating and subordinating conjunctions.</p>
1	Author Study	14	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.L.3.1i</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Produce simple, compound, and complex sentences.</p>
1	Author Study	14	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
1	Author Study	14	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
1	Author Study	14	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
1	Author Study	14	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
1	Author Study	14	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.3.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

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1	Author Study	14	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.3.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
1	Author Study	14	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.3.3b</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>
1	Author Study	14	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.3.3c</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use temporal words and phrases to signal event order.</p>
1	Author Study	14	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.3.3d</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Provide a sense of closure.</p>
1	Author Study	14	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.3.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
1	Author Study	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
1	Author Study	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.L.3.5b</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>
1	Author Study	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RL.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
1	Author Study	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RL.3.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
1	Author Study	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RL.3.2</p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>
1	Author Study	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RL.3.3</p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
1	Author Study	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RL.3.6</p> <p>Distinguish their own point of view from that of the narrator or those of the characters.</p>

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1	Author Study	15	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
1	Author Study	15	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
2	Fables	1	"The Wind and the Sun"	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
2	Fables	1	"The Wind and the Sun"	CCSS.ELA-Literacy.L.3.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize and observe differences between the conventions of spoken and written standard English.
2	Fables	1	"The Wind and the Sun"	CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
2	Fables	1	"The Wind and the Sun"	CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
2	Fables	1	"The Wind and the Sun"	CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
2	Fables	1	"The Wind and the Sun"	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Fables	1	"The Wind and the Sun"	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
2	Fables	1	"The Wind and the Sun"	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2	Fables	1	"The Wind and the Sun"	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
2	Fables	1	"The Wind and the Sun"	CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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2	Fables	1	"The Wind and the Sun"	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
2	Fables	1	"The Wind and the Sun"	CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
2	Fables	1	"The Wind and the Sun"	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
2	Fables	2	"The Wind and the Sun" Wrap-Up	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
2	Fables	2	"The Wind and the Sun" Wrap-Up	CCSS.ELA-Literacy.L.3.2f Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
2	Fables	2	"The Wind and the Sun" Wrap-Up	CCSS.ELA-Literacy.L.3.4a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
2	Fables	2	"The Wind and the Sun" Wrap-Up	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Fables	2	"The Wind and the Sun" Wrap-Up	CCSS.ELA-Literacy.RF.3.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
2	Fables	2	"The Wind and the Sun" Wrap-Up	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2	Fables	2	"The Wind and the Sun" Wrap-Up	CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
2	Fables	2	"The Wind and the Sun" Wrap-Up	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
2	Fables	2	"The Wind and the Sun" Wrap-Up	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
2	Fables	2	"The Wind and the Sun" Wrap-Up	CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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2	Fables	2	"The Wind and the Sun" Wrap-Up	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
2	Fables	3	"The Cruel Lion and the Clever Rabbit"	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
2	Fables	3	"The Cruel Lion and the Clever Rabbit"	CCSS.ELA-Literacy.L.3.4a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
2	Fables	3	"The Cruel Lion and the Clever Rabbit"	CCSS.ELA-Literacy.L.3.4c Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
2	Fables	3	"The Cruel Lion and the Clever Rabbit"	CCSS.ELA-Literacy.L.3.4d Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
2	Fables	3	"The Cruel Lion and the Clever Rabbit"	CCSS.ELA-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
2	Fables	3	"The Cruel Lion and the Clever Rabbit"	CCSS.ELA-Literacy.RF.3.3c Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.
2	Fables	3	"The Cruel Lion and the Clever Rabbit"	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Fables	3	"The Cruel Lion and the Clever Rabbit"	CCSS.ELA-Literacy.RF.3.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
2	Fables	3	"The Cruel Lion and the Clever Rabbit"	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2	Fables	3	"The Cruel Lion and the Clever Rabbit"	CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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2	Fables	3	"The Cruel Lion and the Clever Rabbit"	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2	Fables	3	"The Cruel Lion and the Clever Rabbit"	CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
2	Fables	3	"The Cruel Lion and the Clever Rabbit"	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
2	Fables	3	"The Cruel Lion and the Clever Rabbit"	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
2	Fables	3	"The Cruel Lion and the Clever Rabbit"	CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
2	Fables	3	"The Cruel Lion and the Clever Rabbit"	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
2	Fables	4	"The Cruel Lion and the Clever Rabbit" Wrap-Up	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
2	Fables	4	"The Cruel Lion and the Clever Rabbit" Wrap-Up	CCSS.ELA-Literacy.L.3.4a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
2	Fables	4	"The Cruel Lion and the Clever Rabbit" Wrap-Up	CCSS.ELA-Literacy.L.3.4d Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
2	Fables	4	"The Cruel Lion and the Clever Rabbit" Wrap-Up	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Fables	4	"The Cruel Lion and the Clever Rabbit" Wrap-Up	CCSS.ELA-Literacy.RF.3.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
2	Fables	4	"The Cruel Lion and the Clever Rabbit" Wrap-Up	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2	Fables	4	"The Cruel Lion and the Clever Rabbit" Wrap-Up	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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2	Fables	4	"The Cruel Lion and the Clever Rabbit" Wrap-Up	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
2	Fables	4	"The Cruel Lion and the Clever Rabbit" Wrap-Up	CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
2	Fables	4	"The Cruel Lion and the Clever Rabbit" Wrap-Up	CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
2	Fables	4	"The Cruel Lion and the Clever Rabbit" Wrap-Up	CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
2	Fables	4	"The Cruel Lion and the Clever Rabbit" Wrap-Up	CCSS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
2	Fables	4	"The Cruel Lion and the Clever Rabbit" Wrap-Up	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
2	Fables	5	"Why the Larks Flew Away"	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
2	Fables	5	"Why the Larks Flew Away"	CCSS.ELA-Literacy.L.3.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize and observe differences between the conventions of spoken and written standard English.
2	Fables	5	"Why the Larks Flew Away"	CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
2	Fables	5	"Why the Larks Flew Away"	CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
2	Fables	5	"Why the Larks Flew Away"	CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
2	Fables	5	"Why the Larks Flew Away"	CCSS.ELA-Literacy.RF.3.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.

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2	Fables	5	"Why the Larks Flew Away"	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Fables	5	"Why the Larks Flew Away"	CCSS.ELA-Literacy.RF.3.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
2	Fables	5	"Why the Larks Flew Away"	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2	Fables	5	"Why the Larks Flew Away"	CCSS.ELA-Literacy.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.
2	Fables	5	"Why the Larks Flew Away"	CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
2	Fables	5	"Why the Larks Flew Away"	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
2	Fables	5	"Why the Larks Flew Away"	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
2	Fables	5	"Why the Larks Flew Away"	CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
2	Fables	5	"Why the Larks Flew Away"	CCSS.ELA-Literacy.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
2	Fables	5	"Why the Larks Flew Away"	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
2	Fables	6	"Why the Larks Flew Away" Wrap-Up	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
2	Fables	6	"Why the Larks Flew Away" Wrap-Up	CCSS.ELA-Literacy.L.3.4a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
2	Fables	6	"Why the Larks Flew Away" Wrap-Up	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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2	Fables	6	"Why the Larks Flew Away" Wrap-Up	CCSS.ELA-Literacy.RF.3.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
2	Fables	6	"Why the Larks Flew Away" Wrap-Up	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2	Fables	6	"Why the Larks Flew Away" Wrap-Up	CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
2	Fables	6	"Why the Larks Flew Away" Wrap-Up	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
2	Fables	6	"Why the Larks Flew Away" Wrap-Up	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
2	Fables	6	"Why the Larks Flew Away" Wrap-Up	CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
2	Fables	6	"Why the Larks Flew Away" Wrap-Up	CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
2	Fables	6	"Why the Larks Flew Away" Wrap-Up	CCSS.ELA-Literacy.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
2	Fables	6	"Why the Larks Flew Away" Wrap-Up	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
2	Fables	7	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
2	Fables	8	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.L.3.1h Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use coordinating and subordinating conjunctions.
2	Fables	8	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.L.3.1i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce simple, compound, and complex sentences.
2	Fables	8	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
2	Fables	8	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.

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2	Fables	8	Narrative Writing: Prewriting (A)	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
2	Fables	8	Narrative Writing: Prewriting (A)	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
2	Fables	8	Narrative Writing: Prewriting (A)	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
2	Fables	8	Narrative Writing: Prewriting (A)	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
2	Fables	8	Narrative Writing: Prewriting (A)	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
2	Fables	8	Narrative Writing: Prewriting (A)	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
2	Fables	9	Narrative Writing: Prewriting (B)	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use coordinating and subordinating conjunctions.</p>
2	Fables	9	Narrative Writing: Prewriting (B)	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Produce simple, compound, and complex sentences.</p>
2	Fables	9	Narrative Writing: Prewriting (B)	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
2	Fables	9	Narrative Writing: Prewriting (B)	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
2	Fables	9	Narrative Writing: Prewriting (B)	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
2	Fables	9	Narrative Writing: Prewriting (B)	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>

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2	Fables	9	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2	Fables	9	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
2	Fables	9	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.3.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
2	Fables	9	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.3.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
2	Fables	9	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
2	Fables	9	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
2	Fables	10	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.L.3.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks in dialogue.
2	Fables	10	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
2	Fables	10	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2	Fables	10	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
2	Fables	10	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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2	Fables	10	Narrative Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.3.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
2	Fables	10	Narrative Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.3.3b</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>
2	Fables	10	Narrative Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.3.3c</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use temporal words and phrases to signal event order.</p>
2	Fables	10	Narrative Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.3.3d</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Provide a sense of closure.</p>
2	Fables	10	Narrative Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.3.4</p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
2	Fables	11	Narrative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.L.3.1h</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use coordinating and subordinating conjunctions.</p>
2	Fables	11	Narrative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.L.3.1i</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Produce simple, compound, and complex sentences.</p>
2	Fables	11	Narrative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.L.3.2c</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use commas and quotation marks in dialogue.</p>
2	Fables	11	Narrative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
2	Fables	11	Narrative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

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2	Fables	11	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
2	Fables	11	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
2	Fables	11	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.W.3.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
2	Fables	11	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.W.3.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
2	Fables	11	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.W.3.3c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use temporal words and phrases to signal event order.
2	Fables	11	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.W.3.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a sense of closure.
2	Fables	11	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
2	Fables	11	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
2	Fables	12	Nuance and Shades of Meaning	CCSS.ELA-Literacy.L.3.4a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
2	Fables	12	Nuance and Shades of Meaning	CCSS.ELA-Literacy.L.3.4d Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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2	Fables	12	Nuance and Shades of Meaning	<p>CCSS.ELA-Literacy.L.3.5c</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
2	Fables	12	Nuance and Shades of Meaning	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
2	Fables	12	Nuance and Shades of Meaning	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
2	Fables	12	Nuance and Shades of Meaning	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
2	Fables	12	Nuance and Shades of Meaning	<p>CCSS.ELA-Literacy.RL.3.4</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>
2	Fables	12	Nuance and Shades of Meaning	<p>CCSS.ELA-Literacy.W.3.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
2	Fables	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
2	Fables	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.L.3.5b</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>
2	Fables	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.L.3.5c</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
2	Fables	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RL.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
2	Fables	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RL.3.2</p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>
2	Fables	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RL.3.3</p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>

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2	Fables	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
2	Fables	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
2	Fables	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.W.3.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
2	Fables	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.W.3.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide reasons that support the opinion.
2	Fables	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
2	Fables	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
3	Folktales and Legends	1	Words to Show Time and Space	CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
3	Folktales and Legends	1	Words to Show Time and Space	CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
3	Folktales and Legends	1	Words to Show Time and Space	CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
3	Folktales and Legends	1	Words to Show Time and Space	CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
3	Folktales and Legends	1	Words to Show Time and Space	CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
3	Folktales and Legends	1	Words to Show Time and Space	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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3	Folktales and Legends	1	Words to Show Time and Space	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3	Folktales and Legends	1	Words to Show Time and Space	CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
3	Folktales and Legends	2	"The Stone in the Road" (A)	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
3	Folktales and Legends	2	"The Stone in the Road" (A)	CCSS.ELA-Literacy.L.3.2f Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
3	Folktales and Legends	2	"The Stone in the Road" (A)	CCSS.ELA-Literacy.L.3.4a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
3	Folktales and Legends	2	"The Stone in the Road" (A)	CCSS.ELA-Literacy.L.3.4d Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
3	Folktales and Legends	2	"The Stone in the Road" (A)	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
3	Folktales and Legends	2	"The Stone in the Road" (A)	CCSS.ELA-Literacy.RF.3.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
3	Folktales and Legends	2	"The Stone in the Road" (A)	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3	Folktales and Legends	2	"The Stone in the Road" (A)	CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
3	Folktales and Legends	2	"The Stone in the Road" (A)	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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3	Folktales and Legends	2	"The Stone in the Road" (A)	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3	Folktales and Legends	2	"The Stone in the Road" (A)	CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
3	Folktales and Legends	2	"The Stone in the Road" (A)	CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
3	Folktales and Legends	2	"The Stone in the Road" (A)	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
3	Folktales and Legends	3	"The Stone in the Road" (B)	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
3	Folktales and Legends	3	"The Stone in the Road" (B)	CCSS.ELA-Literacy.L.3.2f Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
3	Folktales and Legends	3	"The Stone in the Road" (B)	CCSS.ELA-Literacy.L.3.4a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
3	Folktales and Legends	3	"The Stone in the Road" (B)	CCSS.ELA-Literacy.L.3.4d Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
3	Folktales and Legends	3	"The Stone in the Road" (B)	CCSS.ELA-Literacy.RF.3.3c Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.
3	Folktales and Legends	3	"The Stone in the Road" (B)	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
3	Folktales and Legends	3	"The Stone in the Road" (B)	CCSS.ELA-Literacy.RF.3.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

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3	Folktales and Legends	3	"The Stone in the Road" (B) CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3	Folktales and Legends	3	"The Stone in the Road" (B) CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3	Folktales and Legends	3	"The Stone in the Road" (B) CCSS.ELA-Literacy.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
3	Folktales and Legends	3	"The Stone in the Road" (B) CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
3	Folktales and Legends	3	"The Stone in the Road" (B) CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3	Folktales and Legends	3	"The Stone in the Road" (B) CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
3	Folktales and Legends	3	"The Stone in the Road" (B) CCSS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
3	Folktales and Legends	3	"The Stone in the Road" (B) CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
3	Folktales and Legends	4	"The Stone in the Road" (C) CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
3	Folktales and Legends	4	"The Stone in the Road" (C) CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
3	Folktales and Legends	4	"The Stone in the Road" (C) CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3	Folktales and Legends	4	"The Stone in the Road" (C) CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
3	Folktales and Legends	4	"The Stone in the Road" (C) CCSS.ELA-Literacy.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
3	Folktales and Legends	5	"The Stone in the Road" Wrap-Up CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
3	Folktales and Legends	5	"The Stone in the Road" Wrap-Up CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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3	Folktales and Legends	5	"The Stone in the Road" Wrap-Up	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
3	Folktales and Legends	5	"The Stone in the Road" Wrap-Up	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3	Folktales and Legends	5	"The Stone in the Road" Wrap-Up	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
3	Folktales and Legends	5	"The Stone in the Road" Wrap-Up	CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3	Folktales and Legends	5	"The Stone in the Road" Wrap-Up	CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3	Folktales and Legends	5	"The Stone in the Road" Wrap-Up	CCSS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
3	Folktales and Legends	5	"The Stone in the Road" Wrap-Up	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
3	Folktales and Legends	6	Narrative Writing: Revising	CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
3	Folktales and Legends	6	Narrative Writing: Revising	CCSS.ELA-Literacy.W.3.3c	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use temporal words and phrases to signal event order.
3	Folktales and Legends	6	Narrative Writing: Revising	CCSS.ELA-Literacy.W.3.3d	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a sense of closure.
3	Folktales and Legends	6	Narrative Writing: Revising	CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
3	Folktales and Legends	6	Narrative Writing: Revising	CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
3	Folktales and Legends	7	Narrative Writing: Proofreading	CCSS.ELA-Literacy.L.3.1h	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use coordinating and subordinating conjunctions.
3	Folktales and Legends	7	Narrative Writing: Proofreading	CCSS.ELA-Literacy.L.3.1i	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce simple, compound, and complex sentences.

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3	Folktales and Legends	7	Narrative Writing: Proofreading	CCSS.ELA-Literacy.L.3.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks in dialogue.
3	Folktales and Legends	7	Narrative Writing: Proofreading	CCSS.ELA-Literacy.L.3.2g Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
3	Folktales and Legends	7	Narrative Writing: Proofreading	CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
3	Folktales and Legends	7	Narrative Writing: Proofreading	CCSS.ELA-Literacy.W.3.3c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use temporal words and phrases to signal event order.
3	Folktales and Legends	7	Narrative Writing: Proofreading	CCSS.ELA-Literacy.W.3.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a sense of closure.
3	Folktales and Legends	7	Narrative Writing: Proofreading	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
3	Folktales and Legends	7	Narrative Writing: Proofreading	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
3	Folktales and Legends	7	Narrative Writing: Proofreading	CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
3	Folktales and Legends	8	Narrative Writing: Publishing	CCSS.ELA-Literacy.L.3.1i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce simple, compound, and complex sentences.
3	Folktales and Legends	8	Narrative Writing: Publishing	CCSS.ELA-Literacy.L.3.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks in dialogue.
3	Folktales and Legends	8	Narrative Writing: Publishing	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
3	Folktales and Legends	8	Narrative Writing: Publishing	CCSS.ELA-Literacy.L.3.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.

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3	Folktales and Legends	8	Narrative Writing: Publishing	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3	Folktales and Legends	8	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
3	Folktales and Legends	8	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.3.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
3	Folktales and Legends	8	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.3.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
3	Folktales and Legends	8	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.3.3c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use temporal words and phrases to signal event order.
3	Folktales and Legends	8	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.3.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a sense of closure.
3	Folktales and Legends	8	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
3	Folktales and Legends	8	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
3	Folktales and Legends	8	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
3	Folktales and Legends	9	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
3	Folktales and Legends	10	"The Tiger, the Brahman, and the Jackal"	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

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3	Folktales and Legends	10	"The Tiger, the Brahman, and the Jackal"	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
3	Folktales and Legends	10	"The Tiger, the Brahman, and the Jackal"	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
3	Folktales and Legends	10	"The Tiger, the Brahman, and the Jackal"	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
3	Folktales and Legends	10	"The Tiger, the Brahman, and the Jackal"	<p>CCSS.ELA-Literacy.RF.3.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
3	Folktales and Legends	10	"The Tiger, the Brahman, and the Jackal"	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
3	Folktales and Legends	10	"The Tiger, the Brahman, and the Jackal"	<p>CCSS.ELA-Literacy.RL.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
3	Folktales and Legends	10	"The Tiger, the Brahman, and the Jackal"	<p>CCSS.ELA-Literacy.RL.3.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
3	Folktales and Legends	10	"The Tiger, the Brahman, and the Jackal"	<p>CCSS.ELA-Literacy.RL.3.2</p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>
3	Folktales and Legends	10	"The Tiger, the Brahman, and the Jackal"	<p>CCSS.ELA-Literacy.RL.3.3</p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
3	Folktales and Legends	10	"The Tiger, the Brahman, and the Jackal"	<p>CCSS.ELA-Literacy.RL.3.4</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>
3	Folktales and Legends	10	"The Tiger, the Brahman, and the Jackal"	<p>CCSS.ELA-Literacy.SL.3.5</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
3	Folktales and Legends	11	"The Tiger, the Brahman, and the Jackal" Wrap-Up	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>

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3	Folktales and Legends	11	"The Tiger, the Brahman, and the Jackal" Wrap-Up CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
3	Folktales and Legends	11	"The Tiger, the Brahman, and the Jackal" Wrap-Up CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
3	Folktales and Legends	11	"The Tiger, the Brahman, and the Jackal" Wrap-Up CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
3	Folktales and Legends	11	"The Tiger, the Brahman, and the Jackal" Wrap-Up CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
3	Folktales and Legends	11	"The Tiger, the Brahman, and the Jackal" Wrap-Up CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3	Folktales and Legends	11	"The Tiger, the Brahman, and the Jackal" Wrap-Up CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
3	Folktales and Legends	11	"The Tiger, the Brahman, and the Jackal" Wrap-Up CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3	Folktales and Legends	11	"The Tiger, the Brahman, and the Jackal" Wrap-Up CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3	Folktales and Legends	11	"The Tiger, the Brahman, and the Jackal" Wrap-Up CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
3	Folktales and Legends	11	"The Tiger, the Brahman, and the Jackal" Wrap-Up CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
3	Folktales and Legends	12	"Bruce and the Spider" CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
3	Folktales and Legends	12	"Bruce and the Spider" CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.

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3	Folktales and Legends	12	"Bruce and the Spider"	CCSS.ELA-Literacy.L.3.4d Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
3	Folktales and Legends	12	"Bruce and the Spider"	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
3	Folktales and Legends	12	"Bruce and the Spider"	CCSS.ELA-Literacy.RF.3.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
3	Folktales and Legends	12	"Bruce and the Spider"	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3	Folktales and Legends	12	"Bruce and the Spider"	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3	Folktales and Legends	12	"Bruce and the Spider"	CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
3	Folktales and Legends	12	"Bruce and the Spider"	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3	Folktales and Legends	12	"Bruce and the Spider"	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3	Folktales and Legends	12	"Bruce and the Spider"	CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
3	Folktales and Legends	12	"Bruce and the Spider"	CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
3	Folktales and Legends	12	"Bruce and the Spider"	CCSS.ELA-Literacy.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
3	Folktales and Legends	12	"Bruce and the Spider"	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
3	Folktales and Legends	13	"Bruce and the Spider" Wrap-Up	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

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3	Folktales and Legends	13	"Bruce and the Spider" Wrap-Up	CCSS.ELA-Literacy.L.3.4a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
3	Folktales and Legends	13	"Bruce and the Spider" Wrap-Up	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
3	Folktales and Legends	13	"Bruce and the Spider" Wrap-Up	CCSS.ELA-Literacy.RF.3.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
3	Folktales and Legends	13	"Bruce and the Spider" Wrap-Up	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3	Folktales and Legends	13	"Bruce and the Spider" Wrap-Up	CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
3	Folktales and Legends	13	"Bruce and the Spider" Wrap-Up	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3	Folktales and Legends	13	"Bruce and the Spider" Wrap-Up	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3	Folktales and Legends	13	"Bruce and the Spider" Wrap-Up	CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
3	Folktales and Legends	13	"Bruce and the Spider" Wrap-Up	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
3	Folktales and Legends	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.3.1h Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use coordinating and subordinating conjunctions.
3	Folktales and Legends	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.3.1i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce simple, compound, and complex sentences.
3	Folktales and Legends	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.3.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks in dialogue.
3	Folktales and Legends	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3	Folktales and Legends	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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3	Folktales and Legends	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3	Folktales and Legends	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
3	Folktales and Legends	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
3	Folktales and Legends	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.3.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
3	Folktales and Legends	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.3.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
3	Folktales and Legends	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.3.3c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use temporal words and phrases to signal event order.
3	Folktales and Legends	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.3.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a sense of closure.
3	Folktales and Legends	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
4	Snowy Days	1	Dictionary Skills	CCSS.ELA-Literacy.L.2.4e Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
4	Snowy Days	1	Dictionary Skills	CCSS.ELA-Literacy.L.3.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
4	Snowy Days	1	Dictionary Skills	CCSS.ELA-Literacy.L.3.2g Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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4	Snowy Days	1	Dictionary Skills	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
4	Snowy Days	1	Dictionary Skills	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
4	Snowy Days	1	Dictionary Skills	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
4	Snowy Days	1	Dictionary Skills	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
4	Snowy Days	1	Dictionary Skills	<p>CCSS.ELA-Literacy.W.3.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
4	Snowy Days	2	Snowy Days (A)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
4	Snowy Days	2	Snowy Days (A)	<p>CCSS.ELA-Literacy.L.3.2f</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
4	Snowy Days	2	Snowy Days (A)	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
4	Snowy Days	2	Snowy Days (A)	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
4	Snowy Days	2	Snowy Days (A)	<p>CCSS.ELA-Literacy.L.3.6</p> <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>

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4	Snowy Days	2	Snowy Days (A) CCSS.ELA-Literacy.RF.3.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.
4	Snowy Days	2	Snowy Days (A) CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Snowy Days	2	Snowy Days (A) CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
4	Snowy Days	2	Snowy Days (A) CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4	Snowy Days	2	Snowy Days (A) CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4	Snowy Days	2	Snowy Days (A) CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.
4	Snowy Days	2	Snowy Days (A) CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
4	Snowy Days	2	Snowy Days (A) CCSS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
4	Snowy Days	2	Snowy Days (A) CCSS.ELA-Literacy.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
4	Snowy Days	2	Snowy Days (A) CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
4	Snowy Days	2	Snowy Days (A) CCSS.ELA-Literacy.SL.3.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
4	Snowy Days	2	Snowy Days (A) CCSS.ELA-Literacy.SL.3.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
4	Snowy Days	2	Snowy Days (A) CCSS.ELA-Literacy.SL.3.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Explain their own ideas and understanding in light of the discussion.

Attachment 28 - ACAD					
4	Snowy Days	2	Snowy Days (A)	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
4	Snowy Days	3	Snowy Days (B)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
4	Snowy Days	3	Snowy Days (B)	CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
4	Snowy Days	3	Snowy Days (B)	CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
4	Snowy Days	3	Snowy Days (B)	CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
4	Snowy Days	3	Snowy Days (B)	CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
4	Snowy Days	3	Snowy Days (B)	CCSS.ELA-Literacy.RF.3.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.
4	Snowy Days	3	Snowy Days (B)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Snowy Days	3	Snowy Days (B)	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
4	Snowy Days	3	Snowy Days (B)	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4	Snowy Days	3	Snowy Days (B)	CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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4	Snowy Days	3	Snowy Days (B) CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.
4	Snowy Days	3	Snowy Days (B) CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
4	Snowy Days	3	Snowy Days (B) CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
4	Snowy Days	3	Snowy Days (B) CCSS.ELA-Literacy.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
4	Snowy Days	3	Snowy Days (B) CCSS.ELA-Literacy.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
4	Snowy Days	3	Snowy Days (B) CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
4	Snowy Days	3	Snowy Days (B) CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
4	Snowy Days	4	Snowy Days (C) CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
4	Snowy Days	4	Snowy Days (C) CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
4	Snowy Days	4	Snowy Days (C) CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
4	Snowy Days	4	Snowy Days (C) CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
4	Snowy Days	4	Snowy Days (C) CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Attachment 28 - ACAD					
4	Snowy Days	4	Snowy Days (C)	CCSS.ELA-Literacy.RF.3.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.
4	Snowy Days	4	Snowy Days (C)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Snowy Days	4	Snowy Days (C)	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
4	Snowy Days	4	Snowy Days (C)	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4	Snowy Days	4	Snowy Days (C)	CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.
4	Snowy Days	4	Snowy Days (C)	CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
4	Snowy Days	4	Snowy Days (C)	CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
4	Snowy Days	4	Snowy Days (C)	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
4	Snowy Days	4	Snowy Days (C)	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
4	Snowy Days	5	Snowy Days (D)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
4	Snowy Days	5	Snowy Days (D)	CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
4	Snowy Days	5	Snowy Days (D)	CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.

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4	Snowy Days	5	Snowy Days (D) CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
4	Snowy Days	5	Snowy Days (D) CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
4	Snowy Days	5	Snowy Days (D) CCSS.ELA-Literacy.RF.3.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.
4	Snowy Days	5	Snowy Days (D) CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Snowy Days	5	Snowy Days (D) CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
4	Snowy Days	5	Snowy Days (D) CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4	Snowy Days	5	Snowy Days (D) CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.
4	Snowy Days	5	Snowy Days (D) CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
4	Snowy Days	5	Snowy Days (D) CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
4	Snowy Days	5	Snowy Days (D) CCSS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
4	Snowy Days	5	Snowy Days (D) CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
4	Snowy Days	5	Snowy Days (D) CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
4	Snowy Days	6	Snowy Days (E) CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

Attachment 28 - ACAD				
4	Snowy Days	6	Snowy Days (E)	<p>CCSS.ELA-Literacy.L.3.2f</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
4	Snowy Days	6	Snowy Days (E)	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
4	Snowy Days	6	Snowy Days (E)	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
4	Snowy Days	6	Snowy Days (E)	<p>CCSS.ELA-Literacy.RF.3.3c</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Decode multisyllable words.</p>
4	Snowy Days	6	Snowy Days (E)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
4	Snowy Days	6	Snowy Days (E)	<p>CCSS.ELA-Literacy.RF.3.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
4	Snowy Days	6	Snowy Days (E)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
4	Snowy Days	6	Snowy Days (E)	<p>CCSS.ELA-Literacy.RI.3.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
4	Snowy Days	6	Snowy Days (E)	<p>CCSS.ELA-Literacy.RI.3.5</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
4	Snowy Days	6	Snowy Days (E)	<p>CCSS.ELA-Literacy.RI.3.7</p> <p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
4	Snowy Days	6	Snowy Days (E)	<p>CCSS.ELA-Literacy.RL.3.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
4	Snowy Days	6	Snowy Days (E)	<p>CCSS.ELA-Literacy.RL.3.4</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>
4	Snowy Days	6	Snowy Days (E)	<p>CCSS.ELA-Literacy.RL.3.6</p> <p>Distinguish their own point of view from that of the narrator or those of the characters.</p>

				Attachment 28 - ACAS	
4	Snowy Days	6	Snowy Days (E)	CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
4	Snowy Days	6	Snowy Days (E)	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
4	Snowy Days	7	Snowy Days (F)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
4	Snowy Days	7	Snowy Days (F)	CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
4	Snowy Days	7	Snowy Days (F)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Snowy Days	7	Snowy Days (F)	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
4	Snowy Days	7	Snowy Days (F)	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4	Snowy Days	7	Snowy Days (F)	CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.
4	Snowy Days	7	Snowy Days (F)	CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
4	Snowy Days	7	Snowy Days (F)	CCSS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
4	Snowy Days	7	Snowy Days (F)	CCSS.ELA-Literacy.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
4	Snowy Days	7	Snowy Days (F)	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
4	Snowy Days	7	Snowy Days (F)	CCSS.ELA-Literacy.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Attachment 28 - ACAD					
4	Snowy Days	7	Snowy Days (F)	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
4	Snowy Days	7	Snowy Days (F)	CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
4	Snowy Days	8	Snowy Days (G)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
4	Snowy Days	8	Snowy Days (G)	CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
4	Snowy Days	8	Snowy Days (G)	CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
4	Snowy Days	8	Snowy Days (G)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Snowy Days	8	Snowy Days (G)	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
4	Snowy Days	8	Snowy Days (G)	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4	Snowy Days	8	Snowy Days (G)	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
4	Snowy Days	8	Snowy Days (G)	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
4	Snowy Days	8	Snowy Days (G)	CCSS.ELA-Literacy.W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
4	Snowy Days	8	Snowy Days (G)	CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
4	Snowy Days	8	Snowy Days (G)	CCSS.ELA-Literacy.W.3.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

Attachment 28 - ACAD					
4	Snowy Days	8	Snowy Days (G)	CCSS.ELA-Literacy.W.3.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.
4	Snowy Days	8	Snowy Days (G)	CCSS.ELA-Literacy.W.3.2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
4	Snowy Days	8	Snowy Days (G)	CCSS.ELA-Literacy.W.3.2d	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section.
4	Snowy Days	8	Snowy Days (G)	CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
4	Snowy Days	9	Snowy Days Wrap-Up	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
4	Snowy Days	9	Snowy Days Wrap-Up	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Snowy Days	9	Snowy Days Wrap-Up	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
4	Snowy Days	9	Snowy Days Wrap-Up	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4	Snowy Days	9	Snowy Days Wrap-Up	CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4	Snowy Days	9	Snowy Days Wrap-Up	CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
4	Snowy Days	9	Snowy Days Wrap-Up	CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
4	Snowy Days	9	Snowy Days Wrap-Up	CCSS.ELA-Literacy.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
4	Snowy Days	9	Snowy Days Wrap-Up	CCSS.ELA-Literacy.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
4	Snowy Days	9	Snowy Days Wrap-Up	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
4	Snowy Days	9	Snowy Days Wrap-Up	CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Attachment 28 - ACAD				
4	Snowy Days	9	Snowy Days Wrap-Up	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
4	Snowy Days	10	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
4	Snowy Days	11	Informative Writing Skills (A)	CCSS.ELA-Literacy.L.3.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
4	Snowy Days	11	Informative Writing Skills (A)	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
4	Snowy Days	11	Informative Writing Skills (A)	CCSS.ELA-Literacy.L.K.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
4	Snowy Days	11	Informative Writing Skills (A)	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
4	Snowy Days	11	Informative Writing Skills (A)	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Snowy Days	11	Informative Writing Skills (A)	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4	Snowy Days	11	Informative Writing Skills (A)	CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
4	Snowy Days	11	Informative Writing Skills (A)	CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
4	Snowy Days	11	Informative Writing Skills (A)	CCSS.ELA-Literacy.W.3.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
4	Snowy Days	11	Informative Writing Skills (A)	CCSS.ELA-Literacy.W.3.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.
4	Snowy Days	11	Informative Writing Skills (A)	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

4	Snowy Days	11	Informative Writing Skills (B)	CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
4	Snowy Days	12	Informative Writing Skills (B)	CCSS.ELA-Literacy.L.3.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
4	Snowy Days	12	Informative Writing Skills (B)	CCSS.ELA-Literacy.L.3.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use abstract nouns (e.g., childhood).
4	Snowy Days	12	Informative Writing Skills (B)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
4	Snowy Days	12	Informative Writing Skills (B)	CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
4	Snowy Days	12	Informative Writing Skills (B)	CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
4	Snowy Days	12	Informative Writing Skills (B)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Snowy Days	12	Informative Writing Skills (B)	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4	Snowy Days	12	Informative Writing Skills (B)	CCSS.ELA-Literacy.W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
4	Snowy Days	12	Informative Writing Skills (B)	CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
4	Snowy Days	12	Informative Writing Skills (B)	CCSS.ELA-Literacy.W.3.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
4	Snowy Days	12	Informative Writing Skills (B)	CCSS.ELA-Literacy.W.3.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.

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4	Snowy Days	12	Informative Writing Skills (B) CCSS.ELA-Literacy.W.3.2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
4	Snowy Days	13	Informative Writing Skills (C) CCSS.ELA-Literacy.L.3.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
4	Snowy Days	13	Informative Writing Skills (C) CCSS.ELA-Literacy.L.3.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular plural nouns.
4	Snowy Days	13	Informative Writing Skills (C) CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
4	Snowy Days	13	Informative Writing Skills (C) CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
4	Snowy Days	13	Informative Writing Skills (C) CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Snowy Days	13	Informative Writing Skills (C) CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4	Snowy Days	13	Informative Writing Skills (C) CCSS.ELA-Literacy.W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
4	Snowy Days	13	Informative Writing Skills (C) CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
4	Snowy Days	13	Informative Writing Skills (C) CCSS.ELA-Literacy.W.3.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
4	Snowy Days	13	Informative Writing Skills (C) CCSS.ELA-Literacy.W.3.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.
4	Snowy Days	13	Informative Writing Skills (C) CCSS.ELA-Literacy.W.3.2d	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section.

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4	Snowy Days	14	Informative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.L.3.1a</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>
4	Snowy Days	14	Informative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.L.3.1b</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Form and use regular and irregular plural nouns.</p>
4	Snowy Days	14	Informative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.L.3.1c</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use abstract nouns (e.g., childhood).</p>
4	Snowy Days	14	Informative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
4	Snowy Days	14	Informative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
4	Snowy Days	14	Informative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
4	Snowy Days	14	Informative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
4	Snowy Days	14	Informative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.3.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
4	Snowy Days	14	Informative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.3.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>
4	Snowy Days	14	Informative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.3.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Develop the topic with facts, definitions, and details.</p>
4	Snowy Days	14	Informative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.3.2c</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>
4	Snowy Days	14	Informative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.3.2d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Provide a concluding statement or section.</p>

4	Snowy Days	14	Informative Writing	Attachment 28 - ACAD	CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
4	Snowy Days	15	Big Ideas: Critical Skills Assignment		CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
4	Snowy Days	15	Big Ideas: Critical Skills Assignment		CCSS.ELA-Literacy.L.3.5c	Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
4	Snowy Days	15	Big Ideas: Critical Skills Assignment		CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
4	Snowy Days	15	Big Ideas: Critical Skills Assignment		CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
4	Snowy Days	15	Big Ideas: Critical Skills Assignment		CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
4	Snowy Days	15	Big Ideas: Critical Skills Assignment		CCSS.ELA-Literacy.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
4	Snowy Days	15	Big Ideas: Critical Skills Assignment		CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
4	Snowy Days	15	Big Ideas: Critical Skills Assignment		CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
4	Snowy Days	15	Big Ideas: Critical Skills Assignment		CCSS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
4	Snowy Days	15	Big Ideas: Critical Skills Assignment		CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5	Ancient Greece	1	Roots and Affixes		CCSS.ELA-Literacy.L.2.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

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5	Ancient Greece	1	Roots and Affixes	<p>CCSS.ELA-Literacy.L.3.4b</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>
5	Ancient Greece	1	Roots and Affixes	<p>CCSS.ELA-Literacy.L.3.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>
5	Ancient Greece	1	Roots and Affixes	<p>CCSS.ELA-Literacy.RF.3.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Identify and know the meaning of the most common prefixes and derivational suffixes.</p>
5	Ancient Greece	1	Roots and Affixes	<p>CCSS.ELA-Literacy.RF.3.3b</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Decode words with common Latin suffixes.</p>
5	Ancient Greece	1	Roots and Affixes	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
5	Ancient Greece	1	Roots and Affixes	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
5	Ancient Greece	1	Roots and Affixes	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
5	Ancient Greece	1	Roots and Affixes	<p>CCSS.ELA-Literacy.W.3.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
5	Ancient Greece	2	The Glory of Greece (A)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
5	Ancient Greece	2	The Glory of Greece (A)	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>

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5	Ancient Greece	2	The Glory of Greece (A)	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
5	Ancient Greece	2	The Glory of Greece (A)	<p>CCSS.ELA-Literacy.L.3.6</p> <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
5	Ancient Greece	2	The Glory of Greece (A)	<p>CCSS.ELA-Literacy.RF.3.3c</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Decode multisyllable words.</p>
5	Ancient Greece	2	The Glory of Greece (A)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
5	Ancient Greece	2	The Glory of Greece (A)	<p>CCSS.ELA-Literacy.RF.3.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
5	Ancient Greece	2	The Glory of Greece (A)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
5	Ancient Greece	2	The Glory of Greece (A)	<p>CCSS.ELA-Literacy.RI.3.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
5	Ancient Greece	2	The Glory of Greece (A)	<p>CCSS.ELA-Literacy.RI.3.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
5	Ancient Greece	2	The Glory of Greece (A)	<p>CCSS.ELA-Literacy.RI.3.5</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
5	Ancient Greece	2	The Glory of Greece (A)	<p>CCSS.ELA-Literacy.RI.3.7</p> <p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
5	Ancient Greece	2	The Glory of Greece (A)	<p>CCSS.ELA-Literacy.RL.3.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
5	Ancient Greece	2	The Glory of Greece (A)	<p>CCSS.ELA-Literacy.SL.3.5</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
5	Ancient Greece	3	The Glory of Greece (B)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>

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5	Ancient Greece	3	The Glory of Greece (B)	<p>CCSS.ELA-Literacy.L.3.2f</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
5	Ancient Greece	3	The Glory of Greece (B)	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
5	Ancient Greece	3	The Glory of Greece (B)	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
5	Ancient Greece	3	The Glory of Greece (B)	<p>CCSS.ELA-Literacy.L.3.6</p> <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
5	Ancient Greece	3	The Glory of Greece (B)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
5	Ancient Greece	3	The Glory of Greece (B)	<p>CCSS.ELA-Literacy.RF.3.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
5	Ancient Greece	3	The Glory of Greece (B)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
5	Ancient Greece	3	The Glory of Greece (B)	<p>CCSS.ELA-Literacy.RI.3.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
5	Ancient Greece	3	The Glory of Greece (B)	<p>CCSS.ELA-Literacy.RI.3.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
5	Ancient Greece	3	The Glory of Greece (B)	<p>CCSS.ELA-Literacy.RI.3.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
5	Ancient Greece	3	The Glory of Greece (B)	<p>CCSS.ELA-Literacy.RI.3.5</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
5	Ancient Greece	3	The Glory of Greece (B)	<p>CCSS.ELA-Literacy.RI.3.7</p> <p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
5	Ancient Greece	3	The Glory of Greece (B)	<p>CCSS.ELA-Literacy.RI.3.8</p> <p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>

5	Ancient Greece	3	The Glory of Greece (A)	CCSS.ELA-Literacy.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
5	Ancient Greece	3	The Glory of Greece (B)	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
5	Ancient Greece	3	The Glory of Greece (B)	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
5	Ancient Greece	4	The Glory of Greece (C)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
5	Ancient Greece	4	The Glory of Greece (C)	CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
5	Ancient Greece	4	The Glory of Greece (C)	CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
5	Ancient Greece	4	The Glory of Greece (C)	CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
5	Ancient Greece	4	The Glory of Greece (C)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Ancient Greece	4	The Glory of Greece (C)	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
5	Ancient Greece	4	The Glory of Greece (C)	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5	Ancient Greece	4	The Glory of Greece (C)	CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
5	Ancient Greece	4	The Glory of Greece (C)	CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.

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5	Ancient Greece	4	The Glory of Greece (C) CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
5	Ancient Greece	4	The Glory of Greece (C) CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5	Ancient Greece	4	The Glory of Greece (C) CCSS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
5	Ancient Greece	4	The Glory of Greece (C) CCSS.ELA-Literacy.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
5	Ancient Greece	4	The Glory of Greece (C) CCSS.ELA-Literacy.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
5	Ancient Greece	4	The Glory of Greece (C) CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
5	Ancient Greece	4	The Glory of Greece (C) CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
5	Ancient Greece	4	The Glory of Greece (C) CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
5	Ancient Greece	5	The Glory of Greece (D) CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
5	Ancient Greece	5	The Glory of Greece (D) CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
5	Ancient Greece	5	The Glory of Greece (D) CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
5	Ancient Greece	5	The Glory of Greece (D) CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
5	Ancient Greece	5	The Glory of Greece (D) CCSS.ELA-Literacy.RF.3.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.

5	Ancient Greece	5	The Glory of Greece (D)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Ancient Greece	5	The Glory of Greece (D)	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
5	Ancient Greece	5	The Glory of Greece (D)	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5	Ancient Greece	5	The Glory of Greece (D)	CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.
5	Ancient Greece	5	The Glory of Greece (D)	CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5	Ancient Greece	5	The Glory of Greece (D)	CCSS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
5	Ancient Greece	5	The Glory of Greece (D)	CCSS.ELA-Literacy.RI.3.6	Distinguish their own point of view from that of the author of a text.
5	Ancient Greece	5	The Glory of Greece (D)	CCSS.ELA-Literacy.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
5	Ancient Greece	5	The Glory of Greece (D)	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
5	Ancient Greece	5	The Glory of Greece (D)	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
5	Ancient Greece	6	The Glory of Greece Wrap-Up	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
5	Ancient Greece	6	The Glory of Greece Wrap-Up	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Ancient Greece	6	The Glory of Greece Wrap-Up	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
5	Ancient Greece	6	The Glory of Greece Wrap-Up	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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5	Ancient Greece	6	The Glory of Greece Wrap-Up	CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
5	Ancient Greece	6	The Glory of Greece Wrap-Up	CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
5	Ancient Greece	6	The Glory of Greece Wrap-Up	CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
5	Ancient Greece	6	The Glory of Greece Wrap-Up	CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
5	Ancient Greece	6	The Glory of Greece Wrap-Up	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
5	Ancient Greece	7	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
5	Ancient Greece	8	Informative Writing: Prewriting (A)	CCSS.ELA-Literacy.L.2.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an apostrophe to form contractions and frequently occurring possessives.
5	Ancient Greece	8	Informative Writing: Prewriting (A)	CCSS.ELA-Literacy.L.3.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
5	Ancient Greece	8	Informative Writing: Prewriting (A)	CCSS.ELA-Literacy.L.3.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Form and use possessives.
5	Ancient Greece	8	Informative Writing: Prewriting (A)	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
5	Ancient Greece	8	Informative Writing: Prewriting (A)	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
5	Ancient Greece	8	Informative Writing: Prewriting (A)	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Ancient Greece	8	Informative Writing: Prewriting (A)	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

5	Ancient Greece	8	Informative Writing: Prewriting (A)	CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
5	Ancient Greece	8	Informative Writing: Prewriting (A)	CCSS.ELA-Literacy.W.3.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
5	Ancient Greece	8	Informative Writing: Prewriting (A)	CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
5	Ancient Greece	8	Informative Writing: Prewriting (A)	CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
5	Ancient Greece	8	Informative Writing: Prewriting (A)	CCSS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
5	Ancient Greece	9	Informative Writing: Prewriting (B)	CCSS.ELA-Literacy.L.3.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
5	Ancient Greece	9	Informative Writing: Prewriting (B)	CCSS.ELA-Literacy.L.3.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Form and use possessives.
5	Ancient Greece	9	Informative Writing: Prewriting (B)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
5	Ancient Greece	9	Informative Writing: Prewriting (B)	CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
5	Ancient Greece	9	Informative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
5	Ancient Greece	9	Informative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.3.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.
5	Ancient Greece	9	Informative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
5	Ancient Greece	9	Informative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
5	Ancient Greece	9	Informative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
5	Ancient Greece	9	Informative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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5	Ancient Greece	10	Informative Writing: Prewriting (C)	CCSS.ELA-Literacy.L.3.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles.
5	Ancient Greece	10	Informative Writing: Prewriting (C)	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
5	Ancient Greece	10	Informative Writing: Prewriting (C)	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
5	Ancient Greece	10	Informative Writing: Prewriting (C)	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Ancient Greece	10	Informative Writing: Prewriting (C)	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5	Ancient Greece	10	Informative Writing: Prewriting (C)	CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
5	Ancient Greece	10	Informative Writing: Prewriting (C)	CCSS.ELA-Literacy.W.3.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
5	Ancient Greece	10	Informative Writing: Prewriting (C)	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
5	Ancient Greece	10	Informative Writing: Prewriting (C)	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
5	Ancient Greece	10	Informative Writing: Prewriting (C)	CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.
5	Ancient Greece	10	Informative Writing: Prewriting (C)	CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
5	Ancient Greece	11	Informative Writing: Drafting (A)	CCSS.ELA-Literacy.L.3.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
5	Ancient Greece	11	Informative Writing: Drafting (A)	CCSS.ELA-Literacy.L.3.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles.
5	Ancient Greece	11	Informative Writing: Drafting (A)	CCSS.ELA-Literacy.L.3.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Form and use possessives.

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5	Ancient Greece	11	Informative Writing: Drafting (A)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
5	Ancient Greece	11	Informative Writing: Drafting (A)	<p>CCSS.ELA-Literacy.L.3.3a</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose words and phrases for effect.</p>
5	Ancient Greece	11	Informative Writing: Drafting (A)	<p>CCSS.ELA-Literacy.L.3.3b</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Recognize and observe differences between the conventions of spoken and written standard English.</p>
5	Ancient Greece	11	Informative Writing: Drafting (A)	<p>CCSS.ELA-Literacy.L.3.6</p> <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
5	Ancient Greece	11	Informative Writing: Drafting (A)	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
5	Ancient Greece	11	Informative Writing: Drafting (A)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
5	Ancient Greece	11	Informative Writing: Drafting (A)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
5	Ancient Greece	11	Informative Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.3.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
5	Ancient Greece	11	Informative Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.3.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
5	Ancient Greece	11	Informative Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.3.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>
5	Ancient Greece	11	Informative Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.3.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Develop the topic with facts, definitions, and details.</p>
5	Ancient Greece	11	Informative Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.3.2c</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>

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5	Ancient Greece	11	Informative Writing: Drafting (A)	CCSS.ELA-Literacy.W.3.2d Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section.
5	Ancient Greece	11	Informative Writing: Drafting (A)	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
5	Ancient Greece	11	Informative Writing: Drafting (A)	CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.
5	Ancient Greece	11	Informative Writing: Drafting (A)	CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
5	Ancient Greece	12	Informative Writing: Drafting (B)	CCSS.ELA-Literacy.L.3.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
5	Ancient Greece	12	Informative Writing: Drafting (B)	CCSS.ELA-Literacy.L.3.1i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce simple, compound, and complex sentences.
5	Ancient Greece	12	Informative Writing: Drafting (B)	CCSS.ELA-Literacy.L.3.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles.
5	Ancient Greece	12	Informative Writing: Drafting (B)	CCSS.ELA-Literacy.L.3.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Form and use possessives.
5	Ancient Greece	12	Informative Writing: Drafting (B)	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
5	Ancient Greece	12	Informative Writing: Drafting (B)	CCSS.ELA-Literacy.L.3.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.
5	Ancient Greece	12	Informative Writing: Drafting (B)	CCSS.ELA-Literacy.L.3.3b Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize and observe differences between the conventions of spoken and written standard English.
5	Ancient Greece	12	Informative Writing: Drafting (B)	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
5	Ancient Greece	12	Informative Writing: Drafting (B)	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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5	Ancient Greece	12	Informative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
5	Ancient Greece	12	Informative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.3.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
5	Ancient Greece	12	Informative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.3.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
5	Ancient Greece	12	Informative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.3.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>
5	Ancient Greece	12	Informative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.3.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Develop the topic with facts, definitions, and details.</p>
5	Ancient Greece	12	Informative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.3.2c</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>
5	Ancient Greece	12	Informative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.3.2d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Provide a concluding statement or section.</p>
5	Ancient Greece	12	Informative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.3.4</p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
5	Ancient Greece	12	Informative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.3.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
5	Ancient Greece	12	Informative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.3.7</p> <p>Conduct short research projects that build knowledge about a topic.</p>
5	Ancient Greece	12	Informative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.3.8</p> <p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
5	Ancient Greece	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
5	Ancient Greece	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>

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5	Ancient Greece	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
5	Ancient Greece	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
5	Ancient Greece	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
5	Ancient Greece	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
5	Ancient Greece	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
5	Ancient Greece	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
5	Ancient Greece	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
5	Ancient Greece	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
5	Ancient Greece	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
5	Ancient Greece	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.W.3.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
5	Ancient Greece	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.W.3.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.
5	Ancient Greece	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.W.3.2c Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
5	Ancient Greece	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.W.3.2d Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section.
5	Ancient Greece	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Attachment 28 - ACAD				
6	Myths	1	Multiple-Meaning Words	<p>CCSS.ELA-Literacy.L.2.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>
6	Myths	1	Multiple-Meaning Words	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
6	Myths	1	Multiple-Meaning Words	<p>CCSS.ELA-Literacy.L.3.5b</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>
6	Myths	1	Multiple-Meaning Words	<p>CCSS.ELA-Literacy.L.3.5c</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
6	Myths	1	Multiple-Meaning Words	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
6	Myths	1	Multiple-Meaning Words	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
6	Myths	1	Multiple-Meaning Words	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
6	Myths	1	Multiple-Meaning Words	<p>CCSS.ELA-Literacy.RL.3.4</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>
6	Myths	1	Multiple-Meaning Words	<p>CCSS.ELA-Literacy.W.3.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
6	Myths	2	Myths (A)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>

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6	Myths	2	Myths (A)	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
6	Myths	2	Myths (A)	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
6	Myths	2	Myths (A)	<p>CCSS.ELA-Literacy.RF.3.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Identify and know the meaning of the most common prefixes and derivational suffixes.</p>
6	Myths	2	Myths (A)	<p>CCSS.ELA-Literacy.RF.3.3c</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Decode multisyllable words.</p>
6	Myths	2	Myths (A)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
6	Myths	2	Myths (A)	<p>CCSS.ELA-Literacy.RF.3.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
6	Myths	2	Myths (A)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
6	Myths	2	Myths (A)	<p>CCSS.ELA-Literacy.RL.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
6	Myths	2	Myths (A)	<p>CCSS.ELA-Literacy.RL.3.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
6	Myths	2	Myths (A)	<p>CCSS.ELA-Literacy.RL.3.2</p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>
6	Myths	2	Myths (A)	<p>CCSS.ELA-Literacy.RL.3.4</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>
6	Myths	2	Myths (A)	<p>CCSS.ELA-Literacy.SL.3.5</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>

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6	Myths	3	Myths (B)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
6	Myths	3	Myths (B)	<p>CCSS.ELA-Literacy.L.3.2f</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
6	Myths	3	Myths (B)	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
6	Myths	3	Myths (B)	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
6	Myths	3	Myths (B)	<p>CCSS.ELA-Literacy.RF.3.3b</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Decode words with common Latin suffixes.</p>
6	Myths	3	Myths (B)	<p>CCSS.ELA-Literacy.RF.3.3c</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Decode multisyllable words.</p>
6	Myths	3	Myths (B)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
6	Myths	3	Myths (B)	<p>CCSS.ELA-Literacy.RF.3.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
6	Myths	3	Myths (B)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
6	Myths	3	Myths (B)	<p>CCSS.ELA-Literacy.RL.3.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>
6	Myths	3	Myths (B)	<p>CCSS.ELA-Literacy.RL.3.2</p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>

6	Myths	3	Myths (B)	Attachment 28 - ACAD	CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
6	Myths	3	Myths (B)		CCSS.ELA-Literacy.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
6	Myths	3	Myths (B)		CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
6	Myths	4	Myths (C)		CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
6	Myths	4	Myths (C)		CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
6	Myths	4	Myths (C)		CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
6	Myths	4	Myths (C)		CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
6	Myths	4	Myths (C)		CCSS.ELA-Literacy.RF.3.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.
6	Myths	4	Myths (C)		CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
6	Myths	4	Myths (C)		CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
6	Myths	4	Myths (C)		CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

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6	Myths	4	Myths (C)	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
6	Myths	4	Myths (C)	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
6	Myths	4	Myths (C)	CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
6	Myths	4	Myths (C)	CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
6	Myths	4	Myths (C)	CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
6	Myths	4	Myths (C)	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
6	Myths	5	Myths (D)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
6	Myths	5	Myths (D)	CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
6	Myths	5	Myths (D)	CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
6	Myths	5	Myths (D)	CCSS.ELA-Literacy.RF.3.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.
6	Myths	5	Myths (D)	CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
6	Myths	5	Myths (D)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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6	Myths	5	Myths (D)	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
6	Myths	5	Myths (D)	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
6	Myths	5	Myths (D)	CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
6	Myths	5	Myths (D)	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
6	Myths	5	Myths (D)	CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
6	Myths	5	Myths (D)	CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
6	Myths	5	Myths (D)	CCSS.ELA-Literacy.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
6	Myths	5	Myths (D)	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
6	Myths	6	Myths Wrap-Up	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
6	Myths	6	Myths Wrap-Up	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
6	Myths	6	Myths Wrap-Up	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
6	Myths	6	Myths Wrap-Up	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
6	Myths	6	Myths Wrap-Up	CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
6	Myths	6	Myths Wrap-Up	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
6	Myths	6	Myths Wrap-Up	CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Attachment 28 - ACAS				
6	Myths	6	Myths Wrap-Up CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
6	Myths	6	Myths Wrap-Up CCSS.ELA-Literacy.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
6	Myths	6	Myths Wrap-Up CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
6	Myths	7	Keyboarding and Your Choice CCSS.ELA-Literacy.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
6	Myths	8	Informative Writing: Revising CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
6	Myths	8	Informative Writing: Revising CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
6	Myths	8	Informative Writing: Revising CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
6	Myths	8	Informative Writing: Revising CCSS.ELA-Literacy.W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
6	Myths	8	Informative Writing: Revising CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
6	Myths	8	Informative Writing: Revising CCSS.ELA-Literacy.W.3.2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
6	Myths	8	Informative Writing: Revising CCSS.ELA-Literacy.W.3.2d	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section.
6	Myths	8	Informative Writing: Revising CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
6	Myths	8	Informative Writing: Revising CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
6	Myths	8	Informative Writing: Revising CCSS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
6	Myths	9	Informative Writing: Proofreading CCSS.ELA-Literacy.L.3.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Attachment 28 - ACAD				
6	Myths	9	Informative Writing: Proofreading	CCSS.ELA-Literacy.L.3.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular plural nouns.
6	Myths	9	Informative Writing: Proofreading	CCSS.ELA-Literacy.L.3.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use abstract nouns (e.g., childhood).
6	Myths	9	Informative Writing: Proofreading	CCSS.ELA-Literacy.L.3.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
6	Myths	9	Informative Writing: Proofreading	CCSS.ELA-Literacy.L.3.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure subject-verb and pronoun-antecedent agreement.
6	Myths	9	Informative Writing: Proofreading	CCSS.ELA-Literacy.L.3.1h Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use coordinating and subordinating conjunctions.
6	Myths	9	Informative Writing: Proofreading	CCSS.ELA-Literacy.L.3.1i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce simple, compound, and complex sentences.
6	Myths	9	Informative Writing: Proofreading	CCSS.ELA-Literacy.L.3.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles.
6	Myths	9	Informative Writing: Proofreading	CCSS.ELA-Literacy.L.3.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks in dialogue.
6	Myths	9	Informative Writing: Proofreading	CCSS.ELA-Literacy.L.3.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Form and use possessives.
6	Myths	9	Informative Writing: Proofreading	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
6	Myths	9	Informative Writing: Proofreading	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
6	Myths	9	Informative Writing: Proofreading	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Attachment 28 - ACAD				
6	Myths	9	Informative Writing: Proofreading	CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
6	Myths	9	Informative Writing: Proofreading	CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
6	Myths	9	Informative Writing: Proofreading	CCSS.ELA-Literacy.W.3.2c Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
6	Myths	9	Informative Writing: Proofreading	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
6	Myths	9	Informative Writing: Proofreading	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
6	Myths	9	Informative Writing: Proofreading	CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
6	Myths	9	Informative Writing: Proofreading	CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.
6	Myths	10	Informative Writing: Publishing	CCSS.ELA-Literacy.L.3.1i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce simple, compound, and complex sentences.
6	Myths	10	Informative Writing: Publishing	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
6	Myths	10	Informative Writing: Publishing	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
6	Myths	10	Informative Writing: Publishing	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
6	Myths	10	Informative Writing: Publishing	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
6	Myths	10	Informative Writing: Publishing	CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
6	Myths	10	Informative Writing: Publishing	CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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6	Myths	10	Informative Writing: Publishing	CCSS.ELA-Literacy.W.3.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
6	Myths	10	Informative Writing: Publishing	CCSS.ELA-Literacy.W.3.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.
6	Myths	10	Informative Writing: Publishing	CCSS.ELA-Literacy.W.3.2c Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
6	Myths	10	Informative Writing: Publishing	CCSS.ELA-Literacy.W.3.2d Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section.
6	Myths	10	Informative Writing: Publishing	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
6	Myths	10	Informative Writing: Publishing	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
6	Myths	10	Informative Writing: Publishing	CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
6	Myths	10	Informative Writing: Publishing	CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.
6	Myths	10	Informative Writing: Publishing	CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
6	Myths	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.3.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
6	Myths	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.3.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular plural nouns.
6	Myths	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.3.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use abstract nouns (e.g., childhood).
6	Myths	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.3.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles.

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6	Myths	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.3.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Form and use possessives.
6	Myths	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.3.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.
6	Myths	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
6	Myths	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
6	Myths	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
6	Myths	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
6	Myths	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
6	Myths	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.3.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
6	Myths	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.3.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.
6	Myths	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.3.2c Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
6	Myths	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.3.2d Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section.
6	Myths	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
7	Mid-Year Test	1	Mid-Year Test, Part 1	Multiple All assessed standards covered by this point in the course
7	Mid-Year Test	2	Mid-Year Test, Part 2	Multiple All assessed standards covered by this point in the course
8	What Do You Think?	1	Utility Wires (A)	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

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8	What Do You Think?	1	Utility Wires (A) CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
8	What Do You Think?	1	Utility Wires (A) CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
8	What Do You Think?	1	Utility Wires (A) CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
8	What Do You Think?	1	Utility Wires (A) CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
8	What Do You Think?	1	Utility Wires (A) CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
8	What Do You Think?	1	Utility Wires (A) CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
8	What Do You Think?	1	Utility Wires (A) CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.
8	What Do You Think?	1	Utility Wires (A) CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
8	What Do You Think?	1	Utility Wires (A) CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
8	What Do You Think?	1	Utility Wires (A) CCSS.ELA-Literacy.RI.3.6	Distinguish their own point of view from that of the author of a text.
8	What Do You Think?	1	Utility Wires (A) CCSS.ELA-Literacy.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8	What Do You Think?	1	Utility Wires (A) CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
8	What Do You Think?	2	Utility Wires (B) CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

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8	What Do You Think?	2	Utility Wires (B)	<p>CCSS.ELA-Literacy.L.3.2f</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
8	What Do You Think?	2	Utility Wires (B)	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
8	What Do You Think?	2	Utility Wires (B)	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
8	What Do You Think?	2	Utility Wires (B)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
8	What Do You Think?	2	Utility Wires (B)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
8	What Do You Think?	2	Utility Wires (B)	<p>CCSS.ELA-Literacy.RI.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
8	What Do You Think?	2	Utility Wires (B)	<p>CCSS.ELA-Literacy.RI.3.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
8	What Do You Think?	2	Utility Wires (B)	<p>CCSS.ELA-Literacy.RI.3.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
8	What Do You Think?	2	Utility Wires (B)	<p>CCSS.ELA-Literacy.RI.3.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
8	What Do You Think?	2	Utility Wires (B)	<p>CCSS.ELA-Literacy.RI.3.6</p> <p>Distinguish their own point of view from that of the author of a text.</p>
8	What Do You Think?	3	Utility Wires Wrap-Up	<p>CCSS.ELA-Literacy.L.3.2c</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use commas and quotation marks in dialogue.</p>
8	What Do You Think?	3	Utility Wires Wrap-Up	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
8	What Do You Think?	3	Utility Wires Wrap-Up	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>

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8	What Do You Think?	3	Utility Wires Wrap-Up	CCSS.ELA-Literacy.RF.3.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
8	What Do You Think?	3	Utility Wires Wrap-Up	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
8	What Do You Think?	3	Utility Wires Wrap-Up	CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
8	What Do You Think?	3	Utility Wires Wrap-Up	CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
8	What Do You Think?	3	Utility Wires Wrap-Up	CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the author of a text.
8	What Do You Think?	3	Utility Wires Wrap-Up	CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
8	What Do You Think?	3	Utility Wires Wrap-Up	CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
8	What Do You Think?	3	Utility Wires Wrap-Up	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
8	What Do You Think?	4	Fast Food (A)	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
8	What Do You Think?	4	Fast Food (A)	CCSS.ELA-Literacy.L.3.4a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
8	What Do You Think?	4	Fast Food (A)	CCSS.ELA-Literacy.L.3.4d Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
8	What Do You Think?	4	Fast Food (A)	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
8	What Do You Think?	4	Fast Food (A)	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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8	What Do You Think?	4	Fast Food (A)	CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.
8	What Do You Think?	4	Fast Food (A)	CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
8	What Do You Think?	4	Fast Food (A)	CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
8	What Do You Think?	4	Fast Food (A)	CCSS.ELA-Literacy.RI.3.6	Distinguish their own point of view from that of the author of a text.
8	What Do You Think?	4	Fast Food (A)	CCSS.ELA-Literacy.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
8	What Do You Think?	5	Fast Food (B)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
8	What Do You Think?	5	Fast Food (B)	CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
8	What Do You Think?	5	Fast Food (B)	CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
8	What Do You Think?	5	Fast Food (B)	CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
8	What Do You Think?	5	Fast Food (B)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
8	What Do You Think?	5	Fast Food (B)	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
8	What Do You Think?	5	Fast Food (B)	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
8	What Do You Think?	5	Fast Food (B)	CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.

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8	What Do You Think?	5	Fast Food (B)	CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
8	What Do You Think?	5	Fast Food (B)	CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
8	What Do You Think?	5	Fast Food (B)	CCSS.ELA-Literacy.RI.3.6	Distinguish their own point of view from that of the author of a text.
8	What Do You Think?	6	Fast Food Wrap-Up	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
8	What Do You Think?	6	Fast Food Wrap-Up	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
8	What Do You Think?	6	Fast Food Wrap-Up	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
8	What Do You Think?	6	Fast Food Wrap-Up	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
8	What Do You Think?	6	Fast Food Wrap-Up	CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
8	What Do You Think?	6	Fast Food Wrap-Up	CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
8	What Do You Think?	6	Fast Food Wrap-Up	CCSS.ELA-Literacy.RI.3.6	Distinguish their own point of view from that of the author of a text.
8	What Do You Think?	6	Fast Food Wrap-Up	CCSS.ELA-Literacy.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
8	What Do You Think?	6	Fast Food Wrap-Up	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
8	What Do You Think?	6	Fast Food Wrap-Up	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
8	What Do You Think?	6	Fast Food Wrap-Up	CCSS.ELA-Literacy.W.3.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
8	What Do You Think?	7	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

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8	What Do You Think?	8	Opinion Writing Skills (A) CCSS.ELA-Literacy.L.3.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
8	What Do You Think?	8	Opinion Writing Skills (A) CCSS.ELA-Literacy.L.3.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular verbs.
8	What Do You Think?	8	Opinion Writing Skills (A) CCSS.ELA-Literacy.L.3.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
8	What Do You Think?	8	Opinion Writing Skills (A) CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
8	What Do You Think?	8	Opinion Writing Skills (A) CCSS.ELA-Literacy.L.K.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring nouns and verbs.
8	What Do You Think?	8	Opinion Writing Skills (A) CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
8	What Do You Think?	8	Opinion Writing Skills (A) CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
8	What Do You Think?	8	Opinion Writing Skills (A) CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
8	What Do You Think?	8	Opinion Writing Skills (A) CCSS.ELA-Literacy.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
8	What Do You Think?	8	Opinion Writing Skills (A) CCSS.ELA-Literacy.W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
8	What Do You Think?	8	Opinion Writing Skills (A) CCSS.ELA-Literacy.W.3.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
8	What Do You Think?	8	Opinion Writing Skills (A) CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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8	What Do You Think?	9	Opinion Writing Skills (B) CCSS.ELA-Literacy.L.3.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
8	What Do You Think?	9	Opinion Writing Skills (B) CCSS.ELA-Literacy.L.3.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular verbs.
8	What Do You Think?	9	Opinion Writing Skills (B) CCSS.ELA-Literacy.L.3.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
8	What Do You Think?	9	Opinion Writing Skills (B) CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
8	What Do You Think?	9	Opinion Writing Skills (B) CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
8	What Do You Think?	9	Opinion Writing Skills (B) CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
8	What Do You Think?	9	Opinion Writing Skills (B) CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
8	What Do You Think?	9	Opinion Writing Skills (B) CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
8	What Do You Think?	9	Opinion Writing Skills (B) CCSS.ELA-Literacy.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
8	What Do You Think?	9	Opinion Writing Skills (B) CCSS.ELA-Literacy.W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
8	What Do You Think?	9	Opinion Writing Skills (B) CCSS.ELA-Literacy.W.3.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

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8	What Do You Think?	9	Opinion Writing Skills (B)	CCSS.ELA-Literacy.W.3.1b Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide reasons that support the opinion.
8	What Do You Think?	9	Opinion Writing Skills (B)	CCSS.ELA-Literacy.W.3.1c Write opinion pieces on topics or texts, supporting a point of view with reasons. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
8	What Do You Think?	9	Opinion Writing Skills (B)	CCSS.ELA-Literacy.W.3.1d Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide a concluding statement or section.
8	What Do You Think?	9	Opinion Writing Skills (B)	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
8	What Do You Think?	10	Opinion Writing Skills (C)	CCSS.ELA-Literacy.L.3.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
8	What Do You Think?	10	Opinion Writing Skills (C)	CCSS.ELA-Literacy.L.3.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular verbs.
8	What Do You Think?	10	Opinion Writing Skills (C)	CCSS.ELA-Literacy.L.3.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
8	What Do You Think?	10	Opinion Writing Skills (C)	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
8	What Do You Think?	10	Opinion Writing Skills (C)	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
8	What Do You Think?	10	Opinion Writing Skills (C)	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
8	What Do You Think?	10	Opinion Writing Skills (C)	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
8	What Do You Think?	10	Opinion Writing Skills (C)	CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

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8	What Do You Think?	10	Opinion Writing Skills (C)	CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
8	What Do You Think?	10	Opinion Writing Skills (C)	CCSS.ELA-Literacy.W.3.1a Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
8	What Do You Think?	10	Opinion Writing Skills (C)	CCSS.ELA-Literacy.W.3.1b Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide reasons that support the opinion.
8	What Do You Think?	10	Opinion Writing Skills (C)	CCSS.ELA-Literacy.W.3.1c Write opinion pieces on topics or texts, supporting a point of view with reasons. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
8	What Do You Think?	10	Opinion Writing Skills (C)	CCSS.ELA-Literacy.W.3.1d Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide a concluding statement or section.
8	What Do You Think?	11	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.L.3.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
8	What Do You Think?	11	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.L.3.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular verbs.
8	What Do You Think?	11	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.L.3.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
8	What Do You Think?	11	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
8	What Do You Think?	11	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
8	What Do You Think?	11	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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8	What Do You Think?	11	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
8	What Do You Think?	11	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
8	What Do You Think?	11	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
8	What Do You Think?	11	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.3.1a Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
8	What Do You Think?	11	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.3.1b Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide reasons that support the opinion.
8	What Do You Think?	11	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.3.1c Write opinion pieces on topics or texts, supporting a point of view with reasons. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
8	What Do You Think?	11	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.3.1d Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide a concluding statement or section.
8	What Do You Think?	12	Figurative Language	CCSS.ELA-Literacy.L.2.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
8	What Do You Think?	12	Figurative Language	CCSS.ELA-Literacy.L.3.4a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
8	What Do You Think?	12	Figurative Language	CCSS.ELA-Literacy.L.3.5a Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
8	What Do You Think?	12	Figurative Language	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.

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8	What Do You Think?	12	Figurative Language	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
8	What Do You Think?	12	Figurative Language	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
8	What Do You Think?	12	Figurative Language	CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
8	What Do You Think?	12	Figurative Language	CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
8	What Do You Think?	13	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.L.3.4a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
8	What Do You Think?	13	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.L.3.4b Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
8	What Do You Think?	13	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.L.3.4c Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
8	What Do You Think?	13	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.L.3.4d Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
8	What Do You Think?	13	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
8	What Do You Think?	13	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8	What Do You Think?	13	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
8	What Do You Think?	13	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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8	What Do You Think?	13	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
8	What Do You Think?	13	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
8	What Do You Think?	13	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
9	The Tale of Despereaux	1	The Tale of Despereaux (A)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
9	The Tale of Despereaux	1	The Tale of Despereaux (A)	CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
9	The Tale of Despereaux	1	The Tale of Despereaux (A)	CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
9	The Tale of Despereaux	1	The Tale of Despereaux (A)	CCSS.ELA-Literacy.RF.3.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.
9	The Tale of Despereaux	1	The Tale of Despereaux (A)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	The Tale of Despereaux	1	The Tale of Despereaux (A)	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
9	The Tale of Despereaux	1	The Tale of Despereaux (A)	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
9	The Tale of Despereaux	1	The Tale of Despereaux (A)	CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
9	The Tale of Despereaux	1	The Tale of Despereaux (A)	CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
9	The Tale of Despereaux	1	The Tale of Despereaux (A)	CCSS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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9	The Tale of Despereaux	2	The Tale of Despereaux (B)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
9	The Tale of Despereaux	2	The Tale of Despereaux (B)	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
9	The Tale of Despereaux	2	The Tale of Despereaux (B)	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
9	The Tale of Despereaux	2	The Tale of Despereaux (B)	<p>CCSS.ELA-Literacy.RF.3.3c</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Decode multisyllable words.</p>
9	The Tale of Despereaux	2	The Tale of Despereaux (B)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
9	The Tale of Despereaux	2	The Tale of Despereaux (B)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
9	The Tale of Despereaux	2	The Tale of Despereaux (B)	<p>CCSS.ELA-Literacy.RL.3.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
9	The Tale of Despereaux	2	The Tale of Despereaux (B)	<p>CCSS.ELA-Literacy.RL.3.4</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>
9	The Tale of Despereaux	2	The Tale of Despereaux (B)	<p>CCSS.ELA-Literacy.RL.3.7</p> <p>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>
9	The Tale of Despereaux	3	The Tale of Despereaux (C)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
9	The Tale of Despereaux	3	The Tale of Despereaux (C)	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>

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9	The Tale of Despereaux	3	The Tale of Despereaux (C)	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
9	The Tale of Despereaux	3	The Tale of Despereaux (C)	<p>CCSS.ELA-Literacy.RF.3.3c</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Decode multisyllable words.</p>
9	The Tale of Despereaux	3	The Tale of Despereaux (C)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
9	The Tale of Despereaux	3	The Tale of Despereaux (C)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
9	The Tale of Despereaux	3	The Tale of Despereaux (C)	<p>CCSS.ELA-Literacy.RL.3.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
9	The Tale of Despereaux	3	The Tale of Despereaux (C)	<p>CCSS.ELA-Literacy.RL.3.4</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>
9	The Tale of Despereaux	3	The Tale of Despereaux (C)	<p>CCSS.ELA-Literacy.RL.3.6</p> <p>Distinguish their own point of view from that of the narrator or those of the characters.</p>
9	The Tale of Despereaux	3	The Tale of Despereaux (C)	<p>CCSS.ELA-Literacy.RL.3.7</p> <p>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>
9	The Tale of Despereaux	3	The Tale of Despereaux (C)	<p>CCSS.ELA-Literacy.SL.3.1a</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>
9	The Tale of Despereaux	3	The Tale of Despereaux (C)	<p>CCSS.ELA-Literacy.SL.3.1d</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Explain their own ideas and understanding in light of the discussion.</p>
9	The Tale of Despereaux	4	The Tale of Despereaux (D)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>

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9	The Tale of Despereaux	4	The Tale of Despereaux (D) CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
9	The Tale of Despereaux	4	The Tale of Despereaux (D) CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
9	The Tale of Despereaux	4	The Tale of Despereaux (D) CCSS.ELA-Literacy.RF.3.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.
9	The Tale of Despereaux	4	The Tale of Despereaux (D) CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	The Tale of Despereaux	4	The Tale of Despereaux (D) CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
9	The Tale of Despereaux	4	The Tale of Despereaux (D) CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
9	The Tale of Despereaux	4	The Tale of Despereaux (D) CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
9	The Tale of Despereaux	4	The Tale of Despereaux (D) CCSS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
9	The Tale of Despereaux	5	The Tale of Despereaux (E) CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
9	The Tale of Despereaux	5	The Tale of Despereaux (E) CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
9	The Tale of Despereaux	5	The Tale of Despereaux (E) CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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9	The Tale of Despereaux	5	The Tale of Despereaux (E)	CCSS.ELA-Literacy.L.3.5a Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
9	The Tale of Despereaux	5	The Tale of Despereaux (E)	CCSS.ELA-Literacy.L.3.5c Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
9	The Tale of Despereaux	5	The Tale of Despereaux (E)	CCSS.ELA-Literacy.RF.3.3c Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.
9	The Tale of Despereaux	5	The Tale of Despereaux (E)	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	The Tale of Despereaux	5	The Tale of Despereaux (E)	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
9	The Tale of Despereaux	5	The Tale of Despereaux (E)	CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
9	The Tale of Despereaux	5	The Tale of Despereaux (E)	CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
9	The Tale of Despereaux	6	The Tale of Despereaux (F)	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
9	The Tale of Despereaux	6	The Tale of Despereaux (F)	CCSS.ELA-Literacy.L.3.4a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
9	The Tale of Despereaux	6	The Tale of Despereaux (F)	CCSS.ELA-Literacy.L.3.4d Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
9	The Tale of Despereaux	6	The Tale of Despereaux (F)	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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9	The Tale of Despereaux	6	The Tale of Despereaux (F)	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
9	The Tale of Despereaux	6	The Tale of Despereaux (F)	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
9	The Tale of Despereaux	6	The Tale of Despereaux (F)	CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
9	The Tale of Despereaux	6	The Tale of Despereaux (F)	CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
9	The Tale of Despereaux	7	The Tale of Despereaux (G)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
9	The Tale of Despereaux	7	The Tale of Despereaux (G)	CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
9	The Tale of Despereaux	7	The Tale of Despereaux (G)	CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
9	The Tale of Despereaux	7	The Tale of Despereaux (G)	CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
9	The Tale of Despereaux	7	The Tale of Despereaux (G)	CCSS.ELA-Literacy.L.3.5a	Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
9	The Tale of Despereaux	7	The Tale of Despereaux (G)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	The Tale of Despereaux	7	The Tale of Despereaux (G)	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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9	The Tale of Despereaux	7	The Tale of Despereaux (G)	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
9	The Tale of Despereaux	7	The Tale of Despereaux (G)	CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
9	The Tale of Despereaux	8	The Tale of Despereaux (H)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
9	The Tale of Despereaux	8	The Tale of Despereaux (H)	CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
9	The Tale of Despereaux	8	The Tale of Despereaux (H)	CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
9	The Tale of Despereaux	8	The Tale of Despereaux (H)	CCSS.ELA-Literacy.L.3.5a	Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
9	The Tale of Despereaux	8	The Tale of Despereaux (H)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	The Tale of Despereaux	8	The Tale of Despereaux (H)	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
9	The Tale of Despereaux	8	The Tale of Despereaux (H)	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
9	The Tale of Despereaux	8	The Tale of Despereaux (H)	CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
9	The Tale of Despereaux	8	The Tale of Despereaux (H)	CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
9	The Tale of Despereaux	9	The Tale of Despereaux (I)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

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9	The Tale of Despereaux	9	The Tale of Despereaux (I) CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
9	The Tale of Despereaux	9	The Tale of Despereaux (I) CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
9	The Tale of Despereaux	9	The Tale of Despereaux (I) CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	The Tale of Despereaux	9	The Tale of Despereaux (I) CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
9	The Tale of Despereaux	9	The Tale of Despereaux (I) CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
9	The Tale of Despereaux	9	The Tale of Despereaux (I) CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
9	The Tale of Despereaux	9	The Tale of Despereaux (I) CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
9	The Tale of Despereaux	10	The Tale of Despereaux Wrap-Up CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
9	The Tale of Despereaux	10	The Tale of Despereaux Wrap-Up CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	The Tale of Despereaux	10	The Tale of Despereaux Wrap-Up CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
9	The Tale of Despereaux	10	The Tale of Despereaux Wrap-Up CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
9	The Tale of Despereaux	10	The Tale of Despereaux Wrap-Up CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
9	The Tale of Despereaux	10	The Tale of Despereaux Wrap-Up CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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9	The Tale of Despereaux	10	The Tale of Despereaux Wrap-Up	CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
9	The Tale of Despereaux	10	The Tale of Despereaux Wrap-Up	CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
9	The Tale of Despereaux	10	The Tale of Despereaux Wrap-Up	CCSS.ELA-Literacy.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
9	The Tale of Despereaux	10	The Tale of Despereaux Wrap-Up	CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
9	The Tale of Despereaux	10	The Tale of Despereaux Wrap-Up	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
9	The Tale of Despereaux	11	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
9	The Tale of Despereaux	12	Prefixes	CCSS.ELA-Literacy.L.2.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
9	The Tale of Despereaux	12	Prefixes	CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
9	The Tale of Despereaux	12	Prefixes	CCSS.ELA-Literacy.L.3.4b	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
9	The Tale of Despereaux	12	Prefixes	CCSS.ELA-Literacy.RF.3.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.
9	The Tale of Despereaux	12	Prefixes	CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
9	The Tale of Despereaux	12	Prefixes	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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9	The Tale of Despereaux	12	Prefixes	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
9	The Tale of Despereaux	12	Prefixes	CCSS.ELA-Literacy.W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
9	The Tale of Despereaux	13	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.L.3.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
9	The Tale of Despereaux	13	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.L.3.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
9	The Tale of Despereaux	13	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.L.3.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure subject-verb and pronoun-antecedent agreement.
9	The Tale of Despereaux	13	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
9	The Tale of Despereaux	13	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
9	The Tale of Despereaux	13	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	The Tale of Despereaux	13	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
9	The Tale of Despereaux	13	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
9	The Tale of Despereaux	13	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.W.3.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
9	The Tale of Despereaux	13	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
9	The Tale of Despereaux	13	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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9	The Tale of Despereaux	14	Opinion Writing: Prewriting (B)	CCSS.ELA-Literacy.L.3.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
9	The Tale of Despereaux	14	Opinion Writing: Prewriting (B)	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
9	The Tale of Despereaux	14	Opinion Writing: Prewriting (B)	CCSS.ELA-Literacy.L.3.2f Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
9	The Tale of Despereaux	14	Opinion Writing: Prewriting (B)	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
9	The Tale of Despereaux	14	Opinion Writing: Prewriting (B)	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	The Tale of Despereaux	14	Opinion Writing: Prewriting (B)	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
9	The Tale of Despereaux	14	Opinion Writing: Prewriting (B)	CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
9	The Tale of Despereaux	14	Opinion Writing: Prewriting (B)	CCSS.ELA-Literacy.W.3.1a Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
9	The Tale of Despereaux	14	Opinion Writing: Prewriting (B)	CCSS.ELA-Literacy.W.3.1b Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide reasons that support the opinion.
9	The Tale of Despereaux	14	Opinion Writing: Prewriting (B)	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
9	The Tale of Despereaux	14	Opinion Writing: Prewriting (B)	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
9	The Tale of Despereaux	14	Opinion Writing: Prewriting (B)	CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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9	The Tale of Despereaux	15	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.L.3.1a</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>
9	The Tale of Despereaux	15	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
9	The Tale of Despereaux	15	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
9	The Tale of Despereaux	15	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
9	The Tale of Despereaux	15	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
9	The Tale of Despereaux	15	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.3.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>
9	The Tale of Despereaux	15	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.3.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
9	The Tale of Despereaux	15	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.3.1a</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>
9	The Tale of Despereaux	15	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.3.1b</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Provide reasons that support the opinion.</p>
9	The Tale of Despereaux	15	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.3.1c</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>
9	The Tale of Despereaux	15	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.3.4</p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
9	The Tale of Despereaux	16	Opinion Writing: Drafting (B)	<p>CCSS.ELA-Literacy.L.3.1g</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>

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9	The Tale of Despereaux	16	Opinion Writing: Drafting (B)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
9	The Tale of Despereaux	16	Opinion Writing: Drafting (B)	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
9	The Tale of Despereaux	16	Opinion Writing: Drafting (B)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
9	The Tale of Despereaux	16	Opinion Writing: Drafting (B)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
9	The Tale of Despereaux	16	Opinion Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.3.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>
9	The Tale of Despereaux	16	Opinion Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.3.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
9	The Tale of Despereaux	16	Opinion Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.3.1d</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Provide a concluding statement or section.</p>
9	The Tale of Despereaux	16	Opinion Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.3.4</p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
9	The Tale of Despereaux	17	Opinion Writing: Drafting (C)	<p>CCSS.ELA-Literacy.L.3.1a</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>
9	The Tale of Despereaux	17	Opinion Writing: Drafting (C)	<p>CCSS.ELA-Literacy.L.3.1e</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p>
9	The Tale of Despereaux	17	Opinion Writing: Drafting (C)	<p>CCSS.ELA-Literacy.L.3.1f</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Ensure subject-verb and pronoun-antecedent agreement.</p>
9	The Tale of Despereaux	17	Opinion Writing: Drafting (C)	<p>CCSS.ELA-Literacy.L.3.1g</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>

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9	The Tale of Despereaux	17	Opinion Writing: Drafting (C)	<p>CCSS.ELA-Literacy.L.3.1i</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Produce simple, compound, and complex sentences.</p>
9	The Tale of Despereaux	17	Opinion Writing: Drafting (C)	<p>CCSS.ELA-Literacy.L.3.2b</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use commas in addresses.</p>
9	The Tale of Despereaux	17	Opinion Writing: Drafting (C)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
9	The Tale of Despereaux	17	Opinion Writing: Drafting (C)	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
9	The Tale of Despereaux	17	Opinion Writing: Drafting (C)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
9	The Tale of Despereaux	17	Opinion Writing: Drafting (C)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
9	The Tale of Despereaux	17	Opinion Writing: Drafting (C)	<p>CCSS.ELA-Literacy.W.3.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>
9	The Tale of Despereaux	17	Opinion Writing: Drafting (C)	<p>CCSS.ELA-Literacy.W.3.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
9	The Tale of Despereaux	17	Opinion Writing: Drafting (C)	<p>CCSS.ELA-Literacy.W.3.1a</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>
9	The Tale of Despereaux	17	Opinion Writing: Drafting (C)	<p>CCSS.ELA-Literacy.W.3.1b</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Provide reasons that support the opinion.</p>
9	The Tale of Despereaux	17	Opinion Writing: Drafting (C)	<p>CCSS.ELA-Literacy.W.3.1c</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>
9	The Tale of Despereaux	17	Opinion Writing: Drafting (C)	<p>CCSS.ELA-Literacy.W.3.1d</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Provide a concluding statement or section.</p>

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9	The Tale of Despereaux	17	Opinion Writing: Drafting (C)	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
9	The Tale of Despereaux	17	Opinion Writing: Drafting (C)	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
9	The Tale of Despereaux	18	Big Ideas: Mini-Project	CCSS.ELA-Literacy.L.3.4a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
9	The Tale of Despereaux	18	Big Ideas: Mini-Project	CCSS.ELA-Literacy.L.3.5a Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
9	The Tale of Despereaux	18	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
9	The Tale of Despereaux	18	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
9	The Tale of Despereaux	18	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
9	The Tale of Despereaux	18	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the author of a text.
9	The Tale of Despereaux	18	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9	The Tale of Despereaux	18	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
9	The Tale of Despereaux	18	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
9	The Tale of Despereaux	18	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
9	The Tale of Despereaux	18	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
9	The Tale of Despereaux	18	Big Ideas: Mini-Project	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
9	The Tale of Despereaux	18	Big Ideas: Mini-Project	CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
10	Weather, Weather Everywhere	1	"Forecasting the Weather"	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

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10	Weather, Weather Everywhere	1	"Forecasting the Weather"	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
10	Weather, Weather Everywhere	1	"Forecasting the Weather"	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
10	Weather, Weather Everywhere	1	"Forecasting the Weather"	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
10	Weather, Weather Everywhere	1	"Forecasting the Weather"	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
10	Weather, Weather Everywhere	1	"Forecasting the Weather"	<p>CCSS.ELA-Literacy.RI.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
10	Weather, Weather Everywhere	1	"Forecasting the Weather"	<p>CCSS.ELA-Literacy.RI.3.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
10	Weather, Weather Everywhere	1	"Forecasting the Weather"	<p>CCSS.ELA-Literacy.RI.3.3</p> <p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
10	Weather, Weather Everywhere	1	"Forecasting the Weather"	<p>CCSS.ELA-Literacy.RI.3.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
10	Weather, Weather Everywhere	1	"Forecasting the Weather"	<p>CCSS.ELA-Literacy.RI.3.5</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
10	Weather, Weather Everywhere	1	"Forecasting the Weather"	<p>CCSS.ELA-Literacy.RI.3.7</p> <p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
10	Weather, Weather Everywhere	1	"Forecasting the Weather"	<p>CCSS.ELA-Literacy.RI.3.8</p> <p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
10	Weather, Weather Everywhere	1	"Forecasting the Weather"	<p>CCSS.ELA-Literacy.W.3.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>
10	Weather, Weather Everywhere	2	"Forecasting the Weather" Wrap-Up	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>

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10	Weather, Weather Everywhere	2	"Forecasting the Weather" Wrap-Up	<p>CCSS.ELA-Literacy.L.3.2f</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
10	Weather, Weather Everywhere	2	"Forecasting the Weather" Wrap-Up	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
10	Weather, Weather Everywhere	2	"Forecasting the Weather" Wrap-Up	<p>CCSS.ELA-Literacy.RF.3.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
10	Weather, Weather Everywhere	2	"Forecasting the Weather" Wrap-Up	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
10	Weather, Weather Everywhere	2	"Forecasting the Weather" Wrap-Up	<p>CCSS.ELA-Literacy.RI.3.3</p> <p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
10	Weather, Weather Everywhere	2	"Forecasting the Weather" Wrap-Up	<p>CCSS.ELA-Literacy.RI.3.5</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
10	Weather, Weather Everywhere	2	"Forecasting the Weather" Wrap-Up	<p>CCSS.ELA-Literacy.RI.3.8</p> <p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
10	Weather, Weather Everywhere	2	"Forecasting the Weather" Wrap-Up	<p>CCSS.ELA-Literacy.RL.3.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
10	Weather, Weather Everywhere	2	"Forecasting the Weather" Wrap-Up	<p>CCSS.ELA-Literacy.SL.3.5</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
10	Weather, Weather Everywhere	3	"Let It Rain"	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
10	Weather, Weather Everywhere	3	"Let It Rain"	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
10	Weather, Weather Everywhere	3	"Let It Rain"	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>

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10	Weather, Weather Everywhere	3	"Let It Rain"	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Weather, Weather Everywhere	3	"Let It Rain"	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
10	Weather, Weather Everywhere	3	"Let It Rain"	CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
10	Weather, Weather Everywhere	3	"Let It Rain"	CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.
10	Weather, Weather Everywhere	3	"Let It Rain"	CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
10	Weather, Weather Everywhere	3	"Let It Rain"	CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
10	Weather, Weather Everywhere	3	"Let It Rain"	CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
10	Weather, Weather Everywhere	3	"Let It Rain"	CCSS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
10	Weather, Weather Everywhere	3	"Let It Rain"	CCSS.ELA-Literacy.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
10	Weather, Weather Everywhere	4	"Let It Rain" Wrap-Up	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
10	Weather, Weather Everywhere	4	"Let It Rain" Wrap-Up	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Weather, Weather Everywhere	4	"Let It Rain" Wrap-Up	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
10	Weather, Weather Everywhere	4	"Let It Rain" Wrap-Up	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
10	Weather, Weather Everywhere	4	"Let It Rain" Wrap-Up	CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
10	Weather, Weather Everywhere	4	"Let It Rain" Wrap-Up	CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
10	Weather, Weather Everywhere	4	"Let It Rain" Wrap-Up	CCSS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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10	Weather, Weather Everywhere	4	"Let It Rain" Wrap-Up	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
10	Weather, Weather Everywhere	4	"Let It Rain" Wrap-Up	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
10	Weather, Weather Everywhere	5	"Winter Storms"	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
10	Weather, Weather Everywhere	5	"Winter Storms"	CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
10	Weather, Weather Everywhere	5	"Winter Storms"	CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
10	Weather, Weather Everywhere	5	"Winter Storms"	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Weather, Weather Everywhere	5	"Winter Storms"	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
10	Weather, Weather Everywhere	5	"Winter Storms"	CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
10	Weather, Weather Everywhere	5	"Winter Storms"	CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
10	Weather, Weather Everywhere	5	"Winter Storms"	CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
10	Weather, Weather Everywhere	5	"Winter Storms"	CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
10	Weather, Weather Everywhere	5	"Winter Storms"	CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
10	Weather, Weather Everywhere	5	"Winter Storms"	CCSS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
10	Weather, Weather Everywhere	5	"Winter Storms"	CCSS.ELA-Literacy.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

10	Weather, Weather Everywhere	5	"Winter Storms" Attachment 28 - ACAD	CCSS.ELA-Literacy.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
10	Weather, Weather Everywhere	5	"Winter Storms"	CCSS.ELA-Literacy.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
10	Weather, Weather Everywhere	6	"Winter Storms" Wrap-Up	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
10	Weather, Weather Everywhere	6	"Winter Storms" Wrap-Up	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Weather, Weather Everywhere	6	"Winter Storms" Wrap-Up	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
10	Weather, Weather Everywhere	6	"Winter Storms" Wrap-Up	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
10	Weather, Weather Everywhere	6	"Winter Storms" Wrap-Up	CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
10	Weather, Weather Everywhere	6	"Winter Storms" Wrap-Up	CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
10	Weather, Weather Everywhere	6	"Winter Storms" Wrap-Up	CCSS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
10	Weather, Weather Everywhere	6	"Winter Storms" Wrap-Up	CCSS.ELA-Literacy.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
10	Weather, Weather Everywhere	6	"Winter Storms" Wrap-Up	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
10	Weather, Weather Everywhere	6	"Winter Storms" Wrap-Up	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
10	Weather, Weather Everywhere	7	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
10	Weather, Weather Everywhere	8	"Wind"	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

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10	Weather, Weather Everywhere	8	"Wind"	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
10	Weather, Weather Everywhere	8	"Wind"	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
10	Weather, Weather Everywhere	8	"Wind"	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
10	Weather, Weather Everywhere	8	"Wind"	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
10	Weather, Weather Everywhere	8	"Wind"	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
10	Weather, Weather Everywhere	8	"Wind"	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
10	Weather, Weather Everywhere	8	"Wind"	<p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
10	Weather, Weather Everywhere	8	"Wind"	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
10	Weather, Weather Everywhere	8	"Wind"	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
10	Weather, Weather Everywhere	8	"Wind"	<p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
10	Weather, Weather Everywhere	8	"Wind"	<p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
10	Weather, Weather Everywhere	8	"Wind"	<p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
10	Weather, Weather Everywhere	8	"Wind"	<p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p>
10	Weather, Weather Everywhere	8	"Wind"	<p>Explain how an author develops the point of view of the narrator or speaker in a text.</p>

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10	Weather, Weather Everywhere	9	"Wind" Wrap-Up	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
10	Weather, Weather Everywhere	9	"Wind" Wrap-Up	<p>CCSS.ELA-Literacy.L.3.2f</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
10	Weather, Weather Everywhere	9	"Wind" Wrap-Up	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
10	Weather, Weather Everywhere	9	"Wind" Wrap-Up	<p>CCSS.ELA-Literacy.RF.3.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
10	Weather, Weather Everywhere	9	"Wind" Wrap-Up	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
10	Weather, Weather Everywhere	9	"Wind" Wrap-Up	<p>CCSS.ELA-Literacy.RI.3.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
10	Weather, Weather Everywhere	9	"Wind" Wrap-Up	<p>CCSS.ELA-Literacy.RI.3.3</p> <p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
10	Weather, Weather Everywhere	9	"Wind" Wrap-Up	<p>CCSS.ELA-Literacy.RI.3.5</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
10	Weather, Weather Everywhere	9	"Wind" Wrap-Up	<p>CCSS.ELA-Literacy.RI.3.8</p> <p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
10	Weather, Weather Everywhere	9	"Wind" Wrap-Up	<p>CCSS.ELA-Literacy.RL.3.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
10	Weather, Weather Everywhere	9	"Wind" Wrap-Up	<p>CCSS.ELA-Literacy.RL.6.6</p> <p>Explain how an author develops the point of view of the narrator or speaker in a text.</p>
10	Weather, Weather Everywhere	9	"Wind" Wrap-Up	<p>CCSS.ELA-Literacy.SL.3.5</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
10	Weather, Weather Everywhere	10	"Storm Chasers"	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>

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10	Weather, Weather Everywhere	10	"Storm Chasers"	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
10	Weather, Weather Everywhere	10	"Storm Chasers"	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
10	Weather, Weather Everywhere	10	"Storm Chasers"	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
10	Weather, Weather Everywhere	10	"Storm Chasers"	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
10	Weather, Weather Everywhere	10	"Storm Chasers"	<p>CCSS.ELA-Literacy.RI.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
10	Weather, Weather Everywhere	10	"Storm Chasers"	<p>CCSS.ELA-Literacy.RI.3.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
10	Weather, Weather Everywhere	10	"Storm Chasers"	<p>CCSS.ELA-Literacy.RI.3.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
10	Weather, Weather Everywhere	10	"Storm Chasers"	<p>CCSS.ELA-Literacy.RI.3.3</p> <p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
10	Weather, Weather Everywhere	10	"Storm Chasers"	<p>CCSS.ELA-Literacy.RI.3.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
10	Weather, Weather Everywhere	10	"Storm Chasers"	<p>CCSS.ELA-Literacy.RI.3.5</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
10	Weather, Weather Everywhere	10	"Storm Chasers"	<p>CCSS.ELA-Literacy.RI.3.7</p> <p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
10	Weather, Weather Everywhere	10	"Storm Chasers"	<p>CCSS.ELA-Literacy.RI.3.8</p> <p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
10	Weather, Weather Everywhere	11	"Storm Chasers" Wrap-Up	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>

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10	Weather, Weather Everywhere	11	"Storm Chasers" Wrap-Up	CCSS.ELA-Literacy.L.3.4a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
10	Weather, Weather Everywhere	11	"Storm Chasers" Wrap-Up	CCSS.ELA-Literacy.L.3.4d Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
10	Weather, Weather Everywhere	11	"Storm Chasers" Wrap-Up	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Weather, Weather Everywhere	11	"Storm Chasers" Wrap-Up	CCSS.ELA-Literacy.RF.3.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
10	Weather, Weather Everywhere	11	"Storm Chasers" Wrap-Up	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
10	Weather, Weather Everywhere	11	"Storm Chasers" Wrap-Up	CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
10	Weather, Weather Everywhere	11	"Storm Chasers" Wrap-Up	CCSS.ELA-Literacy.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.
10	Weather, Weather Everywhere	11	"Storm Chasers" Wrap-Up	CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
10	Weather, Weather Everywhere	11	"Storm Chasers" Wrap-Up	CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
10	Weather, Weather Everywhere	11	"Storm Chasers" Wrap-Up	CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
10	Weather, Weather Everywhere	11	"Storm Chasers" Wrap-Up	CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
10	Weather, Weather Everywhere	11	"Storm Chasers" Wrap-Up	CCSS.ELA-Literacy.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
10	Weather, Weather Everywhere	11	"Storm Chasers" Wrap-Up	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
10	Weather, Weather Everywhere	12	Meteorology Words	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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10	Weather, Weather Everywhere	12	Meteorology Words	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
10	Weather, Weather Everywhere	12	Meteorology Words	<p>CCSS.ELA-Literacy.L.3.6</p> <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
10	Weather, Weather Everywhere	12	Meteorology Words	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
10	Weather, Weather Everywhere	12	Meteorology Words	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
10	Weather, Weather Everywhere	12	Meteorology Words	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
10	Weather, Weather Everywhere	12	Meteorology Words	<p>CCSS.ELA-Literacy.RI.3.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
10	Weather, Weather Everywhere	12	Meteorology Words	<p>CCSS.ELA-Literacy.W.3.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
10	Weather, Weather Everywhere	13	Poetry (A)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
10	Weather, Weather Everywhere	13	Poetry (A)	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
10	Weather, Weather Everywhere	13	Poetry (A)	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
10	Weather, Weather Everywhere	13	Poetry (A)	<p>CCSS.ELA-Literacy.RF.3.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>

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10	Weather, Weather Everywhere	13	Poetry (A)	CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
10	Weather, Weather Everywhere	13	Poetry (A)	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
10	Weather, Weather Everywhere	13	Poetry (A)	CCSS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
10	Weather, Weather Everywhere	13	Poetry (A)	CCSS.ELA-Literacy.W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
10	Weather, Weather Everywhere	13	Poetry (A)	CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
10	Weather, Weather Everywhere	14	Poetry (B)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
10	Weather, Weather Everywhere	14	Poetry (B)	CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
10	Weather, Weather Everywhere	14	Poetry (B)	CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
10	Weather, Weather Everywhere	14	Poetry (B)	CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
10	Weather, Weather Everywhere	14	Poetry (B)	CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
10	Weather, Weather Everywhere	14	Poetry (B)	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
10	Weather, Weather Everywhere	14	Poetry (B)	CCSS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
10	Weather, Weather Everywhere	14	Poetry (B)	CCSS.ELA-Literacy.W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

				Attachment 28 - ACAS	
10	Weather, Weather Everywhere	14	Poetry (B)	CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
10	Weather, Weather Everywhere	14	Poetry (B)	CCSS.ELA-Literacy.W.3.3a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
10	Weather, Weather Everywhere	14	Poetry (B)	CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
10	Weather, Weather Everywhere	15	Poetry (C)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
10	Weather, Weather Everywhere	15	Poetry (C)	CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
10	Weather, Weather Everywhere	15	Poetry (C)	CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
10	Weather, Weather Everywhere	15	Poetry (C)	CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
10	Weather, Weather Everywhere	15	Poetry (C)	CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
10	Weather, Weather Everywhere	15	Poetry (C)	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
10	Weather, Weather Everywhere	15	Poetry (C)	CCSS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
10	Weather, Weather Everywhere	15	Poetry (C)	CCSS.ELA-Literacy.W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
10	Weather, Weather Everywhere	15	Poetry (C)	CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Attachment 28 - ACAD				
10	Weather, Weather Everywhere	15	Poetry (C)	<p>CCSS.ELA-Literacy.W.3.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
10	Weather, Weather Everywhere	15	Poetry (C)	<p>CCSS.ELA-Literacy.W.3.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
10	Weather, Weather Everywhere	16	Poetry Wrap-Up	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
10	Weather, Weather Everywhere	16	Poetry Wrap-Up	<p>CCSS.ELA-Literacy.L.3.3a</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose words and phrases for effect.</p>
10	Weather, Weather Everywhere	16	Poetry Wrap-Up	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
10	Weather, Weather Everywhere	16	Poetry Wrap-Up	<p>CCSS.ELA-Literacy.RF.3.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
10	Weather, Weather Everywhere	16	Poetry Wrap-Up	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
10	Weather, Weather Everywhere	16	Poetry Wrap-Up	<p>CCSS.ELA-Literacy.RL.3.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
10	Weather, Weather Everywhere	16	Poetry Wrap-Up	<p>CCSS.ELA-Literacy.RL.3.5</p> <p>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>
10	Weather, Weather Everywhere	16	Poetry Wrap-Up	<p>CCSS.ELA-Literacy.SL.3.5</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
10	Weather, Weather Everywhere	16	Poetry Wrap-Up	<p>CCSS.ELA-Literacy.W.3.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
10	Weather, Weather Everywhere	17	Opinion Writing: Revising	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
10	Weather, Weather Everywhere	17	Opinion Writing: Revising	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>

Attachment 28 - ACAD				
10	Weather, Weather Everywhere	17	Opinion Writing: Revising	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
10	Weather, Weather Everywhere	17	Opinion Writing: Revising	CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
10	Weather, Weather Everywhere	17	Opinion Writing: Revising	CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
10	Weather, Weather Everywhere	17	Opinion Writing: Revising	CCSS.ELA-Literacy.W.3.1b Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide reasons that support the opinion.
10	Weather, Weather Everywhere	17	Opinion Writing: Revising	CCSS.ELA-Literacy.W.3.1c Write opinion pieces on topics or texts, supporting a point of view with reasons. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
10	Weather, Weather Everywhere	17	Opinion Writing: Revising	CCSS.ELA-Literacy.W.3.1d Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide a concluding statement or section.
10	Weather, Weather Everywhere	17	Opinion Writing: Revising	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
10	Weather, Weather Everywhere	17	Opinion Writing: Revising	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
10	Weather, Weather Everywhere	18	Opinion Writing: Proofreading	CCSS.ELA-Literacy.L.3.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
10	Weather, Weather Everywhere	18	Opinion Writing: Proofreading	CCSS.ELA-Literacy.L.3.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular verbs.
10	Weather, Weather Everywhere	18	Opinion Writing: Proofreading	CCSS.ELA-Literacy.L.3.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
10	Weather, Weather Everywhere	18	Opinion Writing: Proofreading	CCSS.ELA-Literacy.L.3.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure subject-verb and pronoun-antecedent agreement.
10	Weather, Weather Everywhere	18	Opinion Writing: Proofreading	CCSS.ELA-Literacy.L.3.1g Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

Attachment 28 - ACAD					
10	Weather, Weather Everywhere	18	Opinion Writing: Proofreading	CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
10	Weather, Weather Everywhere	18	Opinion Writing: Proofreading	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Weather, Weather Everywhere	18	Opinion Writing: Proofreading	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
10	Weather, Weather Everywhere	18	Opinion Writing: Proofreading	CCSS.ELA-Literacy.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
10	Weather, Weather Everywhere	18	Opinion Writing: Proofreading	CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
10	Weather, Weather Everywhere	18	Opinion Writing: Proofreading	CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
10	Weather, Weather Everywhere	18	Opinion Writing: Proofreading	CCSS.ELA-Literacy.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
10	Weather, Weather Everywhere	19	Opinion Writing: Publishing	CCSS.ELA-Literacy.L.3.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
10	Weather, Weather Everywhere	19	Opinion Writing: Publishing	CCSS.ELA-Literacy.L.3.1i	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce simple, compound, and complex sentences.
10	Weather, Weather Everywhere	19	Opinion Writing: Publishing	CCSS.ELA-Literacy.L.3.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in addresses.
10	Weather, Weather Everywhere	19	Opinion Writing: Publishing	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
10	Weather, Weather Everywhere	19	Opinion Writing: Publishing	CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
10	Weather, Weather Everywhere	19	Opinion Writing: Publishing	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Weather, Weather Everywhere	19	Opinion Writing: Publishing	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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10	Weather, Weather Everywhere	19	Opinion Writing: Publishing	CCSS.ELA-Literacy.SL.3.1d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Explain their own ideas and understanding in light of the discussion.
10	Weather, Weather Everywhere	19	Opinion Writing: Publishing	CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
10	Weather, Weather Everywhere	19	Opinion Writing: Publishing	CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
10	Weather, Weather Everywhere	19	Opinion Writing: Publishing	CCSS.ELA-Literacy.W.3.1a Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
10	Weather, Weather Everywhere	19	Opinion Writing: Publishing	CCSS.ELA-Literacy.W.3.1b Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide reasons that support the opinion.
10	Weather, Weather Everywhere	19	Opinion Writing: Publishing	CCSS.ELA-Literacy.W.3.1c Write opinion pieces on topics or texts, supporting a point of view with reasons. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
10	Weather, Weather Everywhere	19	Opinion Writing: Publishing	CCSS.ELA-Literacy.W.3.1d Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide a concluding statement or section.
10	Weather, Weather Everywhere	19	Opinion Writing: Publishing	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
10	Weather, Weather Everywhere	19	Opinion Writing: Publishing	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
10	Weather, Weather Everywhere	19	Opinion Writing: Publishing	CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
10	Weather, Weather Everywhere	20	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.3.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
10	Weather, Weather Everywhere	20	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.3.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular verbs.
10	Weather, Weather Everywhere	20	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.3.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

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10	Weather, Weather Everywhere	20	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.3.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure subject-verb and pronoun-antecedent agreement.
10	Weather, Weather Everywhere	20	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.3.1g Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
10	Weather, Weather Everywhere	20	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.3.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in addresses.
10	Weather, Weather Everywhere	20	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
10	Weather, Weather Everywhere	20	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
10	Weather, Weather Everywhere	20	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
10	Weather, Weather Everywhere	20	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the author of a text.
10	Weather, Weather Everywhere	20	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
10	Weather, Weather Everywhere	20	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
10	Weather, Weather Everywhere	20	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
10	Weather, Weather Everywhere	20	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
10	Weather, Weather Everywhere	20	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.3.1a Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
10	Weather, Weather Everywhere	20	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.3.1b Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide reasons that support the opinion.
10	Weather, Weather Everywhere	20	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.3.1c Write opinion pieces on topics or texts, supporting a point of view with reasons. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
10	Weather, Weather Everywhere	20	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.3.1d Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide a concluding statement or section.

10	Weather, Weather Everywhere	20	Big Ideas: Respond to a Prompt	Attachment 28 - ACAD CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
10	Weather, Weather Everywhere	20	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
11	Choice Reading Project	1	Suffixes	CCSS.ELA-Literacy.L.2.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
11	Choice Reading Project	1	Suffixes	CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
11	Choice Reading Project	1	Suffixes	CCSS.ELA-Literacy.L.3.4b	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
11	Choice Reading Project	1	Suffixes	CCSS.ELA-Literacy.RF.3.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.
11	Choice Reading Project	1	Suffixes	CCSS.ELA-Literacy.RF.3.3b	Know and apply grade-level phonics and word analysis skills in decoding words. Decode words with common Latin suffixes.
11	Choice Reading Project	1	Suffixes	CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
11	Choice Reading Project	1	Suffixes	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	1	Suffixes	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
11	Choice Reading Project	1	Suffixes	CCSS.ELA-Literacy.W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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11	Choice Reading Project	2	Presentation Skills (A)	<p>CCSS.ELA-Literacy.L.1.1d</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p>
11	Choice Reading Project	2	Presentation Skills (A)	<p>CCSS.ELA-Literacy.L.3.1a</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>
11	Choice Reading Project	2	Presentation Skills (A)	<p>CCSS.ELA-Literacy.L.3.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Form and use possessives.</p>
11	Choice Reading Project	2	Presentation Skills (A)	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
11	Choice Reading Project	2	Presentation Skills (A)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
11	Choice Reading Project	2	Presentation Skills (A)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
11	Choice Reading Project	2	Presentation Skills (A)	<p>CCSS.ELA-Literacy.SL.3.1c</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>
11	Choice Reading Project	2	Presentation Skills (A)	<p>CCSS.ELA-Literacy.SL.3.2</p> <p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
11	Choice Reading Project	2	Presentation Skills (A)	<p>CCSS.ELA-Literacy.SL.3.5</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
11	Choice Reading Project	3	Presentation Skills (B)	<p>CCSS.ELA-Literacy.L.3.1a</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>
11	Choice Reading Project	3	Presentation Skills (B)	<p>CCSS.ELA-Literacy.L.3.1f</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Ensure subject-verb and pronoun-antecedent agreement.</p>

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11	Choice Reading Project	3	Presentation Skills (B)	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
11	Choice Reading Project	3	Presentation Skills (B)	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	3	Presentation Skills (B)	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
11	Choice Reading Project	3	Presentation Skills (B)	CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
11	Choice Reading Project	3	Presentation Skills (B)	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
11	Choice Reading Project	3	Presentation Skills (B)	CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
11	Choice Reading Project	4	Presentation Skills Wrap-Up	CCSS.ELA-Literacy.L.3.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
11	Choice Reading Project	4	Presentation Skills Wrap-Up	CCSS.ELA-Literacy.L.3.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure subject-verb and pronoun-antecedent agreement.
11	Choice Reading Project	4	Presentation Skills Wrap-Up	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
11	Choice Reading Project	4	Presentation Skills Wrap-Up	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	4	Presentation Skills Wrap-Up	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
11	Choice Reading Project	4	Presentation Skills Wrap-Up	CCSS.ELA-Literacy.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
11	Choice Reading Project	4	Presentation Skills Wrap-Up	CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
11	Choice Reading Project	4	Presentation Skills Wrap-Up	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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11	Choice Reading Project	4	Presentation Skills	CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
11	Choice Reading Project	5	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
11	Choice Reading Project	6	Choice Reading Project (A)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
11	Choice Reading Project	6	Choice Reading Project (A)	CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
11	Choice Reading Project	6	Choice Reading Project (A)	CCSS.ELA-Literacy.L.3.5b	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
11	Choice Reading Project	6	Choice Reading Project (A)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	6	Choice Reading Project (A)	CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
11	Choice Reading Project	6	Choice Reading Project (A)	CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
11	Choice Reading Project	6	Choice Reading Project (A)	CCSS.ELA-Literacy.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
11	Choice Reading Project	6	Choice Reading Project (A)	CCSS.ELA-Literacy.W.3.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.
11	Choice Reading Project	6	Choice Reading Project (A)	CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
11	Choice Reading Project	6	Choice Reading Project (A)	CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
11	Choice Reading Project	6	Choice Reading Project (A)	CCSS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
11	Choice Reading Project	6	Choice Reading Project (A)	CCSS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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11	Choice Reading Project	7	Choice Reading Project (B)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
11	Choice Reading Project	7	Choice Reading Project (B)	<p>CCSS.ELA-Literacy.L.3.2f</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
11	Choice Reading Project	7	Choice Reading Project (B)	<p>CCSS.ELA-Literacy.L.3.5b</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>
11	Choice Reading Project	7	Choice Reading Project (B)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
11	Choice Reading Project	7	Choice Reading Project (B)	<p>CCSS.ELA-Literacy.RL.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
11	Choice Reading Project	7	Choice Reading Project (B)	<p>CCSS.ELA-Literacy.RL.3.3</p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
11	Choice Reading Project	7	Choice Reading Project (B)	<p>CCSS.ELA-Literacy.W.3.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>
11	Choice Reading Project	7	Choice Reading Project (B)	<p>CCSS.ELA-Literacy.W.3.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Develop the topic with facts, definitions, and details.</p>
11	Choice Reading Project	7	Choice Reading Project (B)	<p>CCSS.ELA-Literacy.W.3.4</p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
11	Choice Reading Project	7	Choice Reading Project (B)	<p>CCSS.ELA-Literacy.W.3.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
11	Choice Reading Project	7	Choice Reading Project (B)	<p>CCSS.ELA-Literacy.W.3.7</p> <p>Conduct short research projects that build knowledge about a topic.</p>
11	Choice Reading Project	7	Choice Reading Project (B)	<p>CCSS.ELA-Literacy.W.3.8</p> <p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
11	Choice Reading Project	8	Choice Reading Project (C)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>

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11	Choice Reading Project	8	Choice Reading Project (C)	<p>CCSS.ELA-Literacy.L.3.2f</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
11	Choice Reading Project	8	Choice Reading Project (C)	<p>CCSS.ELA-Literacy.L.3.5b</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>
11	Choice Reading Project	8	Choice Reading Project (C)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
11	Choice Reading Project	8	Choice Reading Project (C)	<p>CCSS.ELA-Literacy.RL.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
11	Choice Reading Project	8	Choice Reading Project (C)	<p>CCSS.ELA-Literacy.RL.3.3</p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
11	Choice Reading Project	8	Choice Reading Project (C)	<p>CCSS.ELA-Literacy.W.3.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>
11	Choice Reading Project	8	Choice Reading Project (C)	<p>CCSS.ELA-Literacy.W.3.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>
11	Choice Reading Project	8	Choice Reading Project (C)	<p>CCSS.ELA-Literacy.W.3.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Develop the topic with facts, definitions, and details.</p>
11	Choice Reading Project	8	Choice Reading Project (C)	<p>CCSS.ELA-Literacy.W.3.4</p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
11	Choice Reading Project	8	Choice Reading Project (C)	<p>CCSS.ELA-Literacy.W.3.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
11	Choice Reading Project	8	Choice Reading Project (C)	<p>CCSS.ELA-Literacy.W.3.7</p> <p>Conduct short research projects that build knowledge about a topic.</p>
11	Choice Reading Project	8	Choice Reading Project (C)	<p>CCSS.ELA-Literacy.W.3.8</p> <p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
11	Choice Reading Project	9	Choice Reading Project (D)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>

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11	Choice Reading Project	9	Choice Reading Project (D) CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
11	Choice Reading Project	9	Choice Reading Project (D) CCSS.ELA-Literacy.L.3.5b	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
11	Choice Reading Project	9	Choice Reading Project (D) CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	9	Choice Reading Project (D) CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
11	Choice Reading Project	9	Choice Reading Project (D) CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
11	Choice Reading Project	9	Choice Reading Project (D) CCSS.ELA-Literacy.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
11	Choice Reading Project	9	Choice Reading Project (D) CCSS.ELA-Literacy.W.3.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
11	Choice Reading Project	9	Choice Reading Project (D) CCSS.ELA-Literacy.W.3.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.
11	Choice Reading Project	9	Choice Reading Project (D) CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
11	Choice Reading Project	9	Choice Reading Project (D) CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
11	Choice Reading Project	9	Choice Reading Project (D) CCSS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
11	Choice Reading Project	9	Choice Reading Project (D) CCSS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
11	Choice Reading Project	10	Choice Reading Project (E) CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
11	Choice Reading Project	10	Choice Reading Project (E) CCSS.ELA-Literacy.L.3.5b	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

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11	Choice Reading Project	10	Choice Reading Project (E)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	10	Choice Reading Project (E)	CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
11	Choice Reading Project	10	Choice Reading Project (E)	CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
11	Choice Reading Project	10	Choice Reading Project (E)	CCSS.ELA-Literacy.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
11	Choice Reading Project	10	Choice Reading Project (E)	CCSS.ELA-Literacy.W.3.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
11	Choice Reading Project	10	Choice Reading Project (E)	CCSS.ELA-Literacy.W.3.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.
11	Choice Reading Project	10	Choice Reading Project (E)	CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
11	Choice Reading Project	10	Choice Reading Project (E)	CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
11	Choice Reading Project	10	Choice Reading Project (E)	CCSS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
11	Choice Reading Project	10	Choice Reading Project (E)	CCSS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
11	Choice Reading Project	11	Choice Reading Project (F)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
11	Choice Reading Project	11	Choice Reading Project (F)	CCSS.ELA-Literacy.L.3.5b	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
11	Choice Reading Project	11	Choice Reading Project (F)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	11	Choice Reading Project (F)	CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
11	Choice Reading Project	11	Choice Reading Project (F)	CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
11	Choice Reading Project	11	Choice Reading Project (F)	CCSS.ELA-Literacy.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.

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11	Choice Reading Project	11	Choice Reading Project (F) CCSS.ELA-Literacy.W.3.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
11	Choice Reading Project	11	Choice Reading Project (F) CCSS.ELA-Literacy.W.3.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.
11	Choice Reading Project	11	Choice Reading Project (F) CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
11	Choice Reading Project	11	Choice Reading Project (F) CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
11	Choice Reading Project	11	Choice Reading Project (F) CCSS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
11	Choice Reading Project	11	Choice Reading Project (F) CCSS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
11	Choice Reading Project	12	Choice Reading Project (G) CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
11	Choice Reading Project	12	Choice Reading Project (G) CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
11	Choice Reading Project	12	Choice Reading Project (G) CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	12	Choice Reading Project (G) CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
11	Choice Reading Project	12	Choice Reading Project (G) CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
11	Choice Reading Project	12	Choice Reading Project (G) CCSS.ELA-Literacy.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
11	Choice Reading Project	12	Choice Reading Project (G) CCSS.ELA-Literacy.W.3.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
11	Choice Reading Project	12	Choice Reading Project (G) CCSS.ELA-Literacy.W.3.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.

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11	Choice Reading Project	12	Choice Reading Project (G)	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
11	Choice Reading Project	12	Choice Reading Project (G)	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
11	Choice Reading Project	12	Choice Reading Project (G)	CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.
11	Choice Reading Project	12	Choice Reading Project (G)	CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
11	Choice Reading Project	13	Choice Reading Project (H)	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
11	Choice Reading Project	13	Choice Reading Project (H)	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	13	Choice Reading Project (H)	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
11	Choice Reading Project	13	Choice Reading Project (H)	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
11	Choice Reading Project	13	Choice Reading Project (H)	CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
11	Choice Reading Project	13	Choice Reading Project (H)	CCSS.ELA-Literacy.W.3.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
11	Choice Reading Project	13	Choice Reading Project (H)	CCSS.ELA-Literacy.W.3.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.
11	Choice Reading Project	13	Choice Reading Project (H)	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
11	Choice Reading Project	13	Choice Reading Project (H)	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
11	Choice Reading Project	13	Choice Reading Project (H)	CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.
11	Choice Reading Project	13	Choice Reading Project (H)	CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
11	Choice Reading Project	14	Choice Reading Project (I)	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

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11	Choice Reading Project	14	Choice Reading Project (I)	CCSS.ELA-Literacy.L.3.5b Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
11	Choice Reading Project	14	Choice Reading Project (I)	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	14	Choice Reading Project (I)	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
11	Choice Reading Project	14	Choice Reading Project (I)	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
11	Choice Reading Project	14	Choice Reading Project (I)	CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
11	Choice Reading Project	14	Choice Reading Project (I)	CCSS.ELA-Literacy.W.3.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
11	Choice Reading Project	14	Choice Reading Project (I)	CCSS.ELA-Literacy.W.3.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.
11	Choice Reading Project	14	Choice Reading Project (I)	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
11	Choice Reading Project	14	Choice Reading Project (I)	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
11	Choice Reading Project	14	Choice Reading Project (I)	CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.
11	Choice Reading Project	14	Choice Reading Project (I)	CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
11	Choice Reading Project	15	Choice Reading Project Wrap-Up	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
11	Choice Reading Project	15	Choice Reading Project Wrap-Up	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	15	Choice Reading Project Wrap-Up	CCSS.ELA-Literacy.RF.3.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
11	Choice Reading Project	15	Choice Reading Project Wrap-Up	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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11	Choice Reading Project	15	Choice Reading Project	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
11	Choice Reading Project	15	Choice Reading Project Wrap-Up	CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
11	Choice Reading Project	15	Choice Reading Project Wrap-Up	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
11	Choice Reading Project	15	Choice Reading Project Wrap-Up	CCSS.ELA-Literacy.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
11	Choice Reading Project	15	Choice Reading Project Wrap-Up	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
11	Choice Reading Project	15	Choice Reading Project Wrap-Up	CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
11	Choice Reading Project	15	Choice Reading Project Wrap-Up	CCSS.ELA-Literacy.W.3.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
11	Choice Reading Project	15	Choice Reading Project Wrap-Up	CCSS.ELA-Literacy.W.3.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.
11	Choice Reading Project	15	Choice Reading Project Wrap-Up	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
11	Choice Reading Project	15	Choice Reading Project Wrap-Up	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
11	Choice Reading Project	15	Choice Reading Project Wrap-Up	CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.
11	Choice Reading Project	15	Choice Reading Project Wrap-Up	CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
11	Choice Reading Project	15	Choice Reading Project Wrap-Up	CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
11	Choice Reading Project	15	Choice Reading Project Wrap-Up	CCSS.ELA-Literacy.W.7.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
11	Choice Reading Project	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.L.3.4a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.

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11	Choice Reading Project	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.L.3.5a Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
11	Choice Reading Project	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
11	Choice Reading Project	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RF.3.3a Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.
11	Choice Reading Project	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
11	Choice Reading Project	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
11	Choice Reading Project	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
11	Choice Reading Project	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
11	Choice Reading Project	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the author of a text.
11	Choice Reading Project	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
11	Choice Reading Project	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
11	Choice Reading Project	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
11	Choice Reading Project	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
12	We the People	1	We the People (A)	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
12	We the People	1	We the People (A)	CCSS.ELA-Literacy.L.3.2f Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

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12	We the People	1	We the People (A)	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
12	We the People	1	We the People (A)	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
12	We the People	1	We the People (A)	<p>CCSS.ELA-Literacy.RF.3.3c</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Decode multisyllable words.</p>
12	We the People	1	We the People (A)	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
12	We the People	1	We the People (A)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
12	We the People	1	We the People (A)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
12	We the People	1	We the People (A)	<p>CCSS.ELA-Literacy.RI.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
12	We the People	1	We the People (A)	<p>CCSS.ELA-Literacy.RI.3.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
12	We the People	1	We the People (A)	<p>CCSS.ELA-Literacy.RI.3.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
12	We the People	1	We the People (A)	<p>CCSS.ELA-Literacy.RI.3.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
12	We the People	1	We the People (A)	<p>CCSS.ELA-Literacy.RL.3.4</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>
12	We the People	1	We the People (A)	<p>CCSS.ELA-Literacy.W.3.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
12	We the People	1	We the People (A)	<p>CCSS.ELA-Literacy.W.3.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
12	We the People	2	We the People (B)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>

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12	We the People	2	We the People (B)	<p>CCSS.ELA-Literacy.L.3.2f</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
12	We the People	2	We the People (B)	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
12	We the People	2	We the People (B)	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
12	We the People	2	We the People (B)	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
12	We the People	2	We the People (B)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
12	We the People	2	We the People (B)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
12	We the People	2	We the People (B)	<p>CCSS.ELA-Literacy.RI.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
12	We the People	2	We the People (B)	<p>CCSS.ELA-Literacy.RI.3.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
12	We the People	2	We the People (B)	<p>CCSS.ELA-Literacy.RI.3.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
12	We the People	2	We the People (B)	<p>CCSS.ELA-Literacy.RI.3.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
12	We the People	2	We the People (B)	<p>CCSS.ELA-Literacy.RL.3.4</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>
12	We the People	2	We the People (B)	<p>CCSS.ELA-Literacy.W.3.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
12	We the People	2	We the People (B)	<p>CCSS.ELA-Literacy.W.3.4</p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
12	We the People	2	We the People (B)	<p>CCSS.ELA-Literacy.W.3.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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12	We the People	3	We the People (C)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
12	We the People	3	We the People (C)	<p>CCSS.ELA-Literacy.L.3.2f</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
12	We the People	3	We the People (C)	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
12	We the People	3	We the People (C)	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
12	We the People	3	We the People (C)	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
12	We the People	3	We the People (C)	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
12	We the People	3	We the People (C)	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
12	We the People	3	We the People (C)	<p>CCSS.ELA-Literacy.RI.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
12	We the People	3	We the People (C)	<p>CCSS.ELA-Literacy.RI.3.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
12	We the People	3	We the People (C)	<p>CCSS.ELA-Literacy.RI.3.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
12	We the People	3	We the People (C)	<p>CCSS.ELA-Literacy.RI.3.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
12	We the People	3	We the People (C)	<p>CCSS.ELA-Literacy.RI.3.7</p> <p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
12	We the People	3	We the People (C)	<p>CCSS.ELA-Literacy.RL.3.4</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>

12	We the People	3	We the People (C)	Attachment 28 - ACAD CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
12	We the People	3	We the People (C)	CCSS.ELA-Literacy.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
12	We the People	4	We the People (D)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
12	We the People	4	We the People (D)	CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
12	We the People	4	We the People (D)	CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
12	We the People	4	We the People (D)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	We the People	4	We the People (D)	CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.
12	We the People	4	We the People (D)	CCSS.ELA-Literacy.RI.3.6	Distinguish their own point of view from that of the author of a text.
12	We the People	4	We the People (D)	CCSS.ELA-Literacy.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
12	We the People	5	We the People (E)	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
12	We the People	5	We the People (E)	CCSS.ELA-Literacy.L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
12	We the People	5	We the People (E)	CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.

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12	We the People	5	We the People (E)	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	We the People	5	We the People (E)	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
12	We the People	5	We the People (E)	CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.
12	We the People	5	We the People (E)	CCSS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
12	We the People	5	We the People (E)	CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
12	We the People	5	We the People (E)	CCSS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
12	We the People	6	We the People Wrap-Up	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	We the People	6	We the People Wrap-Up	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
12	We the People	6	We the People Wrap-Up	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
12	We the People	6	We the People Wrap-Up	CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
12	We the People	6	We the People Wrap-Up	CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
12	We the People	6	We the People Wrap-Up	CCSS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
12	We the People	6	We the People Wrap-Up	CCSS.ELA-Literacy.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
12	We the People	6	We the People Wrap-Up	CCSS.ELA-Literacy.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
12	We the People	6	We the People Wrap-Up	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
12	We the People	6	We the People Wrap-Up	CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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12	We the People	6	We the People Wrap-Up	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
12	We the People	7	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
12	We the People	8	Judiciary Words	CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
12	We the People	8	Judiciary Words	CCSS.ELA-Literacy.L.3.4a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
12	We the People	8	Judiciary Words	CCSS.ELA-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
12	We the People	8	Judiciary Words	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
12	We the People	8	Judiciary Words	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	We the People	8	Judiciary Words	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
12	We the People	8	Judiciary Words	CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
12	We the People	9	Presentation: Brainstorming	CCSS.ELA-Literacy.L.3.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular plural nouns.
12	We the People	9	Presentation: Brainstorming	CCSS.ELA-Literacy.L.3.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular verbs.
12	We the People	9	Presentation: Brainstorming	CCSS.ELA-Literacy.L.3.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure subject-verb and pronoun-antecedent agreement.

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12	We the People	9	Presentation: Brainstorming	CCSS.ELA-Literacy.L.3.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks in dialogue.
12	We the People	9	Presentation: Brainstorming	CCSS.ELA-Literacy.L.3.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Form and use possessives.
12	We the People	9	Presentation: Brainstorming	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
12	We the People	9	Presentation: Brainstorming	CCSS.ELA-Literacy.L.3.3b Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize and observe differences between the conventions of spoken and written standard English.
12	We the People	9	Presentation: Brainstorming	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
12	We the People	9	Presentation: Brainstorming	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	We the People	9	Presentation: Brainstorming	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
12	We the People	9	Presentation: Brainstorming	CCSS.ELA-Literacy.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
12	We the People	9	Presentation: Brainstorming	CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
12	We the People	9	Presentation: Brainstorming	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
12	We the People	9	Presentation: Brainstorming	CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.
12	We the People	10	Presentation: Research (A)	CCSS.ELA-Literacy.L.3.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use abstract nouns (e.g., childhood).
12	We the People	10	Presentation: Research (A)	CCSS.ELA-Literacy.L.3.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

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12	We the People	10	Presentation: Research (A)	CCSS.ELA-Literacy.L.3.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure subject-verb and pronoun-antecedent agreement.
12	We the People	10	Presentation: Research (A)	CCSS.ELA-Literacy.L.3.1g Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
12	We the People	10	Presentation: Research (A)	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
12	We the People	10	Presentation: Research (A)	CCSS.ELA-Literacy.L.3.2f Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
12	We the People	10	Presentation: Research (A)	CCSS.ELA-Literacy.L.3.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.
12	We the People	10	Presentation: Research (A)	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
12	We the People	10	Presentation: Research (A)	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	We the People	10	Presentation: Research (A)	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
12	We the People	10	Presentation: Research (A)	CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
12	We the People	10	Presentation: Research (A)	CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
12	We the People	10	Presentation: Research (A)	CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.
12	We the People	10	Presentation: Research (A)	CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
12	We the People	11	Presentation: Research (B)	CCSS.ELA-Literacy.L.3.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure subject-verb and pronoun-antecedent agreement.

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12	We the People	11	Presentation: Research (B) CCSS.ELA-Literacy.L.3.1g	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
12	We the People	11	Presentation: Research (B) CCSS.ELA-Literacy.L.3.1h	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use coordinating and subordinating conjunctions.
12	We the People	11	Presentation: Research (B) CCSS.ELA-Literacy.L.3.1i	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce simple, compound, and complex sentences.
12	We the People	11	Presentation: Research (B) CCSS.ELA-Literacy.L.3.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles.
12	We the People	11	Presentation: Research (B) CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
12	We the People	11	Presentation: Research (B) CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
12	We the People	11	Presentation: Research (B) CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	We the People	11	Presentation: Research (B) CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
12	We the People	11	Presentation: Research (B) CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
12	We the People	11	Presentation: Research (B) CCSS.ELA-Literacy.SL.3.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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12	We the People	11	Presentation: Research (B)	<p>CCSS.ELA-Literacy.SL.3.1b</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
12	We the People	11	Presentation: Research (B)	<p>CCSS.ELA-Literacy.SL.3.1c</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>
12	We the People	11	Presentation: Research (B)	<p>CCSS.ELA-Literacy.SL.3.3</p> <p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
12	We the People	11	Presentation: Research (B)	<p>CCSS.ELA-Literacy.SL.3.4</p> <p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
12	We the People	11	Presentation: Research (B)	<p>CCSS.ELA-Literacy.W.3.7</p> <p>Conduct short research projects that build knowledge about a topic.</p>
12	We the People	11	Presentation: Research (B)	<p>CCSS.ELA-Literacy.W.3.8</p> <p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
12	We the People	12	Presentation: Planning (A)	<p>CCSS.ELA-Literacy.L.3.1b</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Form and use regular and irregular plural nouns.</p>
12	We the People	12	Presentation: Planning (A)	<p>CCSS.ELA-Literacy.L.3.1f</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Ensure subject-verb and pronoun-antecedent agreement.</p>
12	We the People	12	Presentation: Planning (A)	<p>CCSS.ELA-Literacy.L.3.1g</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>
12	We the People	12	Presentation: Planning (A)	<p>CCSS.ELA-Literacy.L.3.1i</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Produce simple, compound, and complex sentences.</p>
12	We the People	12	Presentation: Planning (A)	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
12	We the People	12	Presentation: Planning (A)	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>

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12	We the People	12	Presentation: Planning (A)	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	We the People	12	Presentation: Planning (A)	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
12	We the People	12	Presentation: Planning (A)	CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
12	We the People	12	Presentation: Planning (A)	CCSS.ELA-Literacy.W.3.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
12	We the People	12	Presentation: Planning (A)	CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.
12	We the People	12	Presentation: Planning (A)	CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
12	We the People	13	Presentation: Planning (B)	CCSS.ELA-Literacy.L.3.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular verbs.
12	We the People	13	Presentation: Planning (B)	CCSS.ELA-Literacy.L.3.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
12	We the People	13	Presentation: Planning (B)	CCSS.ELA-Literacy.L.3.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure subject-verb and pronoun-antecedent agreement.
12	We the People	13	Presentation: Planning (B)	CCSS.ELA-Literacy.L.3.1h Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use coordinating and subordinating conjunctions.
12	We the People	13	Presentation: Planning (B)	CCSS.ELA-Literacy.L.3.1i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce simple, compound, and complex sentences.
12	We the People	13	Presentation: Planning (B)	CCSS.ELA-Literacy.L.3.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles.
12	We the People	13	Presentation: Planning (B)	CCSS.ELA-Literacy.L.3.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in addresses.

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12	We the People	13	Presentation: Planning (B) CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
12	We the People	13	Presentation: Planning (B) CCSS.ELA-Literacy.L.3.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize and observe differences between the conventions of spoken and written standard English.
12	We the People	13	Presentation: Planning (B) CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
12	We the People	13	Presentation: Planning (B) CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	We the People	13	Presentation: Planning (B) CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
12	We the People	13	Presentation: Planning (B) CCSS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
12	We the People	13	Presentation: Planning (B) CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
12	We the People	13	Presentation: Planning (B) CCSS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
12	We the People	13	Presentation: Planning (B) CCSS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
12	We the People	14	Big Ideas: Mini-Project CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
12	We the People	14	Big Ideas: Mini-Project CCSS.ELA-Literacy.L.3.4b	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
12	We the People	14	Big Ideas: Mini-Project CCSS.ELA-Literacy.L.3.5b	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

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12	We the People	14	Big Ideas: Mini-Project	CCSS.ELA-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
12	We the People	14	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RF.3.3a Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.
12	We the People	14	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
12	We the People	14	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
12	We the People	14	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
12	We the People	14	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
12	We the People	14	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
12	We the People	14	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
12	We the People	14	Big Ideas: Mini-Project	CCSS.ELA-Literacy.SL.3.1d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Explain their own ideas and understanding in light of the discussion.
12	We the People	14	Big Ideas: Mini-Project	CCSS.ELA-Literacy.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
12	We the People	14	Big Ideas: Mini-Project	CCSS.ELA-Literacy.W.3.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
13	Lessons Learned	1	Presentation: Media	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
13	Lessons Learned	1	Presentation: Media	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	Lessons Learned	1	Presentation: Media	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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13	Lessons Learned	1	Presentation: Media	CCSS.ELA-Literacy.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
13	Lessons Learned	1	Presentation: Media	CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
13	Lessons Learned	1	Presentation: Media	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
13	Lessons Learned	1	Presentation: Media	CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.
13	Lessons Learned	2	Presentation: Practice	CCSS.ELA-Literacy.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
13	Lessons Learned	2	Presentation: Practice	CCSS.ELA-Literacy.L.3.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
13	Lessons Learned	2	Presentation: Practice	CCSS.ELA-Literacy.L.3.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure subject-verb and pronoun-antecedent agreement.
13	Lessons Learned	2	Presentation: Practice	CCSS.ELA-Literacy.L.3.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.
13	Lessons Learned	2	Presentation: Practice	CCSS.ELA-Literacy.L.3.3b Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize and observe differences between the conventions of spoken and written standard English.
13	Lessons Learned	2	Presentation: Practice	CCSS.ELA-Literacy.RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
13	Lessons Learned	2	Presentation: Practice	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	Lessons Learned	2	Presentation: Practice	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
13	Lessons Learned	2	Presentation: Practice	CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
13	Lessons Learned	2	Presentation: Practice	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

13	Lessons Learned	2	Presentation: Practice	CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
13	Lessons Learned	2	Presentation: Practice	CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
13	Lessons Learned	2	Presentation: Practice	CCSS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
13	Lessons Learned	3	Presentation: Deliver	CCSS.ELA-Literacy.L.3.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure subject-verb and pronoun-antecedent agreement.
13	Lessons Learned	3	Presentation: Deliver	CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
13	Lessons Learned	3	Presentation: Deliver	CCSS.ELA-Literacy.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.
13	Lessons Learned	3	Presentation: Deliver	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	Lessons Learned	3	Presentation: Deliver	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
13	Lessons Learned	3	Presentation: Deliver	CCSS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
13	Lessons Learned	3	Presentation: Deliver	CCSS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
13	Lessons Learned	3	Presentation: Deliver	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
13	Lessons Learned	3	Presentation: Deliver	CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
13	Lessons Learned	3	Presentation: Deliver	CCSS.ELA-Literacy.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
13	Lessons Learned	3	Presentation: Deliver	CCSS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
13	Lessons Learned	4	"Squirrel and Spider"	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

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13	Lessons Learned	4	"Squirrel and Spider"	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
13	Lessons Learned	4	"Squirrel and Spider"	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
13	Lessons Learned	4	"Squirrel and Spider"	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
13	Lessons Learned	4	"Squirrel and Spider"	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
13	Lessons Learned	4	"Squirrel and Spider"	<p>CCSS.ELA-Literacy.RL.3.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.</p>
13	Lessons Learned	4	"Squirrel and Spider"	<p>CCSS.ELA-Literacy.RL.3.2</p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>
13	Lessons Learned	4	"Squirrel and Spider"	<p>CCSS.ELA-Literacy.RL.3.3</p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
13	Lessons Learned	4	"Squirrel and Spider"	<p>CCSS.ELA-Literacy.RL.3.4</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>
13	Lessons Learned	5	"Squirrel and Spider" Wrap-Up	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
13	Lessons Learned	5	"Squirrel and Spider" Wrap-Up	<p>CCSS.ELA-Literacy.L.3.2f</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
13	Lessons Learned	5	"Squirrel and Spider" Wrap-Up	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
13	Lessons Learned	5	"Squirrel and Spider" Wrap-Up	<p>CCSS.ELA-Literacy.RF.3.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>

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13	Lessons Learned	5	"Squirrel and Spider" Wrap-Up	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
13	Lessons Learned	5	"Squirrel and Spider" Wrap-Up	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
13	Lessons Learned	5	"Squirrel and Spider" Wrap-Up	CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
13	Lessons Learned	5	"Squirrel and Spider" Wrap-Up	CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
13	Lessons Learned	5	"Squirrel and Spider" Wrap-Up	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
13	Lessons Learned	6	"The Stone-Cutter"	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
13	Lessons Learned	6	"The Stone-Cutter"	CCSS.ELA-Literacy.L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
13	Lessons Learned	6	"The Stone-Cutter"	CCSS.ELA-Literacy.L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
13	Lessons Learned	6	"The Stone-Cutter"	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	Lessons Learned	6	"The Stone-Cutter"	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
13	Lessons Learned	6	"The Stone-Cutter"	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
13	Lessons Learned	6	"The Stone-Cutter"	CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

13	Lessons Learned	6	"The Stone-Cutter" Attachment 28 - ACAS	CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
13	Lessons Learned	6	"The Stone-Cutter"	CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
13	Lessons Learned	7	"The Stone-Cutter" Wrap-Up	CCSS.ELA-Literacy.L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
13	Lessons Learned	7	"The Stone-Cutter" Wrap-Up	CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	Lessons Learned	7	"The Stone-Cutter" Wrap-Up	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
13	Lessons Learned	7	"The Stone-Cutter" Wrap-Up	CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
13	Lessons Learned	7	"The Stone-Cutter" Wrap-Up	CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
13	Lessons Learned	7	"The Stone-Cutter" Wrap-Up	CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
13	Lessons Learned	7	"The Stone-Cutter" Wrap-Up	CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
13	Lessons Learned	7	"The Stone-Cutter" Wrap-Up	CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
13	Lessons Learned	8	Vocabulary in Everyday Life	CCSS.ELA-Literacy.L.2.5a	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
13	Lessons Learned	8	Vocabulary in Everyday Life	CCSS.ELA-Literacy.L.3.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize and observe differences between the conventions of spoken and written standard English.

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13	Lessons Learned	8	Vocabulary in Everyday Life	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
13	Lessons Learned	8	Vocabulary in Everyday Life	<p>CCSS.ELA-Literacy.L.3.5b</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>
13	Lessons Learned	8	Vocabulary in Everyday Life	<p>CCSS.ELA-Literacy.RF.3.3d</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read grade-appropriate irregularly spelled words.</p>
13	Lessons Learned	8	Vocabulary in Everyday Life	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
13	Lessons Learned	8	Vocabulary in Everyday Life	<p>CCSS.ELA-Literacy.RF.3.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
13	Lessons Learned	8	Vocabulary in Everyday Life	<p>CCSS.ELA-Literacy.W.3.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
13	Lessons Learned	9	"The Bundle of Sticks"	<p>CCSS.ELA-Literacy.L.3.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>
13	Lessons Learned	9	"The Bundle of Sticks"	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>
13	Lessons Learned	9	"The Bundle of Sticks"	<p>CCSS.ELA-Literacy.L.3.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
13	Lessons Learned	9	"The Bundle of Sticks"	<p>CCSS.ELA-Literacy.RF.3.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>

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13	Lessons Learned	9	"The Bundle of Sticks"	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
13	Lessons Learned	9	"The Bundle of Sticks"	CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
13	Lessons Learned	9	"The Bundle of Sticks"	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
13	Lessons Learned	9	"The Bundle of Sticks"	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
13	Lessons Learned	9	"The Bundle of Sticks"	CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
13	Lessons Learned	9	"The Bundle of Sticks"	CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
13	Lessons Learned	10	"The Bundle of Sticks" Wrap-Up	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
13	Lessons Learned	10	"The Bundle of Sticks" Wrap-Up	CCSS.ELA-Literacy.L.3.2f Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
13	Lessons Learned	10	"The Bundle of Sticks" Wrap-Up	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	Lessons Learned	10	"The Bundle of Sticks" Wrap-Up	CCSS.ELA-Literacy.RF.3.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
13	Lessons Learned	10	"The Bundle of Sticks" Wrap-Up	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
13	Lessons Learned	10	"The Bundle of Sticks" Wrap-Up	CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
13	Lessons Learned	10	"The Bundle of Sticks" Wrap-Up	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
13	Lessons Learned	10	"The Bundle of Sticks" Wrap-Up	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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13	Lessons Learned	10	"The Bundle of Sticks" Wrap-Up	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
13	Lessons Learned	11	"The Necklace of Truth"	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
13	Lessons Learned	11	"The Necklace of Truth"	CCSS.ELA-Literacy.L.3.4a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
13	Lessons Learned	11	"The Necklace of Truth"	CCSS.ELA-Literacy.L.3.4d Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
13	Lessons Learned	11	"The Necklace of Truth"	CCSS.ELA-Literacy.RF.3.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	Lessons Learned	11	"The Necklace of Truth"	CCSS.ELA-Literacy.RF.3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
13	Lessons Learned	11	"The Necklace of Truth"	CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
13	Lessons Learned	11	"The Necklace of Truth"	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
13	Lessons Learned	11	"The Necklace of Truth"	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
13	Lessons Learned	11	"The Necklace of Truth"	CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
13	Lessons Learned	11	"The Necklace of Truth"	CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
13	Lessons Learned	12	"The Necklace of Truth" Wrap-Up	CCSS.ELA-Literacy.L.3.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

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13	Lessons Learned	12	"The Necklace of Truth" Wrap-Up CCSS.ELA-Literacy.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	Lessons Learned	12	"The Necklace of Truth" Wrap-Up CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
13	Lessons Learned	12	"The Necklace of Truth" Wrap-Up CCSS.ELA-Literacy.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
13	Lessons Learned	12	"The Necklace of Truth" Wrap-Up CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.
13	Lessons Learned	12	"The Necklace of Truth" Wrap-Up CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
13	Lessons Learned	12	"The Necklace of Truth" Wrap-Up CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
13	Lessons Learned	12	"The Necklace of Truth" Wrap-Up CCSS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
13	Lessons Learned	12	"The Necklace of Truth" Wrap-Up CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
13	Lessons Learned	13	Keyboarding and Your Choice CCSS.ELA-Literacy.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
13	Lessons Learned	14	Big Ideas: Respond to a Prompt CCSS.ELA-Literacy.L.3.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
13	Lessons Learned	14	Big Ideas: Respond to a Prompt CCSS.ELA-Literacy.L.3.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular verbs.
13	Lessons Learned	14	Big Ideas: Respond to a Prompt CCSS.ELA-Literacy.L.3.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure subject-verb and pronoun-antecedent agreement.
13	Lessons Learned	14	Big Ideas: Respond to a Prompt CCSS.ELA-Literacy.L.3.1g	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

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13	Lessons Learned	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.3.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.
13	Lessons Learned	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.3.3b Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize and observe differences between the conventions of spoken and written standard English.
13	Lessons Learned	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
13	Lessons Learned	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
13	Lessons Learned	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
13	Lessons Learned	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
13	Lessons Learned	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
13	Lessons Learned	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
13	Lessons Learned	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
13	Lessons Learned	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
13	Lessons Learned	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
13	Lessons Learned	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
14	End-of-Year Test	1	End-of-Year Test, Part 1	Multiple
14	End-of-Year Test	2	End-of-Year Test, Part 2	Multiple
15	Reading Fluency Appendix	1	Reading Benchmark	CCSS.ELA-Literacy.RF.3.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
15	Reading Fluency Appendix	2	Reading Checkpoint	CCSS.ELA-Literacy.RF.3.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
15	Reading Fluency Appendix	3	Reading Checkpoint	CCSS.ELA-Literacy.RF.3.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

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15	Reading Fluency Appendix	4	Reading Checkpoint	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
15	Reading Fluency Appendix	5	Reading Benchmark	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
15	Reading Fluency Appendix	6	Reading Checkpoint	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
15	Reading Fluency Appendix	7	Reading Checkpoint	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
15	Reading Fluency Appendix	8	Reading Checkpoint	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
15	Reading Fluency Appendix	9	Reading Checkpoint	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
15	Reading Fluency Appendix	10	Reading Benchmark	CCSS.ELA-Literacy.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings



Common Core State Standards for English Language Arts: Grade 4
Attachment 28 - ACAD
Compared to ELA 4 Summit



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Cinderella Around the World	1	Cinderella Around the World (A)	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
1	Cinderella Around the World	1	Cinderella Around the World (A)	CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
1	Cinderella Around the World	1	Cinderella Around the World (A)	CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
1	Cinderella Around the World	1	Cinderella Around the World (A)	CCSS.ELA-Literacy.RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
1	Cinderella Around the World	1	Cinderella Around the World (A)	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
1	Cinderella Around the World	1	Cinderella Around the World (A)	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
1	Cinderella Around the World	1	Cinderella Around the World (A)	CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
1	Cinderella Around the World	1	Cinderella Around the World (A)	CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
1	Cinderella Around the World	1	Cinderella Around the World (A)	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
1	Cinderella Around the World	1	Cinderella Around the World (A)	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
1	Cinderella Around the World	1	Cinderella Around the World (A)	CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
1	Cinderella Around the World	1	Cinderella Around the World (A)	CCSS.ELA-Literacy.RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

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1	Cinderella Around the World	2	Cinderella Around the World (B)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
1	Cinderella Around the World	2	Cinderella Around the World (B)	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
1	Cinderella Around the World	2	Cinderella Around the World (B)	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
1	Cinderella Around the World	2	Cinderella Around the World (B)	<p>CCSS.ELA-Literacy.RF.4.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
1	Cinderella Around the World	2	Cinderella Around the World (B)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
1	Cinderella Around the World	2	Cinderella Around the World (B)	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
1	Cinderella Around the World	2	Cinderella Around the World (B)	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
1	Cinderella Around the World	2	Cinderella Around the World (B)	<p>CCSS.ELA-Literacy.RL.4.2</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>
1	Cinderella Around the World	2	Cinderella Around the World (B)	<p>CCSS.ELA-Literacy.RL.4.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>
1	Cinderella Around the World	2	Cinderella Around the World (B)	<p>CCSS.ELA-Literacy.RL.4.9</p> <p>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>
1	Cinderella Around the World	3	Cinderella Around the World (C)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>

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1	Cinderella Around the World	3	Cinderella Around the World (C)	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
1	Cinderella Around the World	3	Cinderella Around the World (C)	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
1	Cinderella Around the World	3	Cinderella Around the World (C)	<p>CCSS.ELA-Literacy.RF.4.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
1	Cinderella Around the World	3	Cinderella Around the World (C)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
1	Cinderella Around the World	3	Cinderella Around the World (C)	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
1	Cinderella Around the World	3	Cinderella Around the World (C)	<p>CCSS.ELA-Literacy.RL.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
1	Cinderella Around the World	3	Cinderella Around the World (C)	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
1	Cinderella Around the World	3	Cinderella Around the World (C)	<p>CCSS.ELA-Literacy.RL.4.2</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>
1	Cinderella Around the World	3	Cinderella Around the World (C)	<p>CCSS.ELA-Literacy.RL.4.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>
1	Cinderella Around the World	3	Cinderella Around the World (C)	<p>CCSS.ELA-Literacy.RL.4.9</p> <p>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>
1	Cinderella Around the World	4	Cinderella Around the World (D)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
1	Cinderella Around the World	4	Cinderella Around the World (D)	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>

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1	Cinderella Around the World	4	Cinderella Around the World (D)	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
1	Cinderella Around the World	4	Cinderella Around the World (D)	<p>CCSS.ELA-Literacy.RF.4.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
1	Cinderella Around the World	4	Cinderella Around the World (D)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
1	Cinderella Around the World	4	Cinderella Around the World (D)	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
1	Cinderella Around the World	4	Cinderella Around the World (D)	<p>CCSS.ELA-Literacy.RL.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
1	Cinderella Around the World	4	Cinderella Around the World (D)	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
1	Cinderella Around the World	4	Cinderella Around the World (D)	<p>CCSS.ELA-Literacy.RL.4.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>
1	Cinderella Around the World	4	Cinderella Around the World (D)	<p>CCSS.ELA-Literacy.RL.4.9</p> <p>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>
1	Cinderella Around the World	5	Cinderella Around the World (E)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
1	Cinderella Around the World	5	Cinderella Around the World (E)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
1	Cinderella Around the World	5	Cinderella Around the World (E)	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
1	Cinderella Around the World	5	Cinderella Around the World (E)	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
1	Cinderella Around the World	5	Cinderella Around the World (E)	<p>CCSS.ELA-Literacy.RL.4.3</p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>

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1	Cinderella Around the World	5	Cinderella Around the World (E)	CCSS.ELA-Literacy.RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
1	Cinderella Around the World	6	Cinderella Around the World Wrap-Up	CCSS.ELA-Literacy.RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
1	Cinderella Around the World	6	Cinderella Around the World Wrap-Up	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
1	Cinderella Around the World	6	Cinderella Around the World Wrap-Up	CCSS.ELA-Literacy.RF.4.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
1	Cinderella Around the World	6	Cinderella Around the World Wrap-Up	CCSS.ELA-Literacy.RF.4.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1	Cinderella Around the World	6	Cinderella Around the World Wrap-Up	CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
1	Cinderella Around the World	6	Cinderella Around the World Wrap-Up	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
1	Cinderella Around the World	6	Cinderella Around the World Wrap-Up	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
1	Cinderella Around the World	6	Cinderella Around the World Wrap-Up	CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
1	Cinderella Around the World	6	Cinderella Around the World Wrap-Up	CCSS.ELA-Literacy.RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
1	Cinderella Around the World	7	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
1	Cinderella Around the World	8	Narrative Writing Skills (A)	CCSS.ELA-Literacy.L.3.1i	Produce simple, compound, and complex sentences.
1	Cinderella Around the World	8	Narrative Writing Skills (A)	CCSS.ELA-Literacy.L.4.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
1	Cinderella Around the World	8	Narrative Writing Skills (A)	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

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1	Cinderella Around the World	8	Narrative Writing Skills (A)	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
1	Cinderella Around the World	8	Narrative Writing Skills (A)	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
1	Cinderella Around the World	8	Narrative Writing Skills (A)	<p>CCSS.ELA-Literacy.W.4.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
1	Cinderella Around the World	8	Narrative Writing Skills (A)	<p>CCSS.ELA-Literacy.W.4.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
1	Cinderella Around the World	8	Narrative Writing Skills (A)	<p>CCSS.ELA-Literacy.W.4.3b</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>
1	Cinderella Around the World	8	Narrative Writing Skills (A)	<p>CCSS.ELA-Literacy.W.4.3c</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use a variety of transitional words and phrases to manage the sequence of events.</p>
1	Cinderella Around the World	8	Narrative Writing Skills (A)	<p>CCSS.ELA-Literacy.W.4.3d</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>
1	Cinderella Around the World	8	Narrative Writing Skills (A)	<p>CCSS.ELA-Literacy.W.4.3e</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>
1	Cinderella Around the World	9	Narrative Writing Skills (B)	<p>CCSS.ELA-Literacy.L.4.1f</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>
1	Cinderella Around the World	9	Narrative Writing Skills (B)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>

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1	Cinderella Around the World	9	Narrative Writing Skills (B)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
1	Cinderella Around the World	9	Narrative Writing Skills (B)	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
1	Cinderella Around the World	9	Narrative Writing Skills (B)	<p>CCSS.ELA-Literacy.W.4.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
1	Cinderella Around the World	9	Narrative Writing Skills (B)	<p>CCSS.ELA-Literacy.W.4.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
1	Cinderella Around the World	9	Narrative Writing Skills (B)	<p>CCSS.ELA-Literacy.W.4.3b</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>
1	Cinderella Around the World	9	Narrative Writing Skills (B)	<p>CCSS.ELA-Literacy.W.4.3c</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use a variety of transitional words and phrases to manage the sequence of events.</p>
1	Cinderella Around the World	9	Narrative Writing Skills (B)	<p>CCSS.ELA-Literacy.W.4.3d</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>
1	Cinderella Around the World	9	Narrative Writing Skills (B)	<p>CCSS.ELA-Literacy.W.4.3e</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>
1	Cinderella Around the World	10	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.L.4.1f</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>
1	Cinderella Around the World	10	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.L.4.2c</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use a comma before a coordinating conjunction in a compound sentence.</p>

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1	Cinderella Around the World	10	Narrative Writing Skills (C)	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
1	Cinderella Around the World	10	Narrative Writing Skills (C)	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
1	Cinderella Around the World	10	Narrative Writing Skills (C)	CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
1	Cinderella Around the World	10	Narrative Writing Skills (C)	CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
1	Cinderella Around the World	10	Narrative Writing Skills (C)	CCSS.ELA-Literacy.W.4.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
1	Cinderella Around the World	10	Narrative Writing Skills (C)	CCSS.ELA-Literacy.W.4.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
1	Cinderella Around the World	10	Narrative Writing Skills (C)	CCSS.ELA-Literacy.W.4.3c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words and phrases to manage the sequence of events.
1	Cinderella Around the World	10	Narrative Writing Skills (C)	CCSS.ELA-Literacy.W.4.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.
1	Cinderella Around the World	10	Narrative Writing Skills (C)	CCSS.ELA-Literacy.W.4.3e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.
1	Cinderella Around the World	11	Narrative Writing Skills Wrap-Up	CCSS.ELA-Literacy.L.4.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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1	Cinderella Around the World	11	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.L.4.2c</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use a comma before a coordinating conjunction in a compound sentence.</p>
1	Cinderella Around the World	11	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
1	Cinderella Around the World	11	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
1	Cinderella Around the World	11	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.4.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
1	Cinderella Around the World	11	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.4.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
1	Cinderella Around the World	11	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.4.3b</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>
1	Cinderella Around the World	11	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.4.3c</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use a variety of transitional words and phrases to manage the sequence of events.</p>
1	Cinderella Around the World	11	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.4.3d</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>
1	Cinderella Around the World	11	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.4.3e</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>
1	Cinderella Around the World	12	Word Relationships	<p>CCSS.ELA-Literacy.L.3.4a</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>

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1	Cinderella Around the World	12	Word Relationships	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
1	Cinderella Around the World	12	Word Relationships	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
1	Cinderella Around the World	12	Word Relationships	<p>CCSS.ELA-Literacy.L.4.5c</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
1	Cinderella Around the World	12	Word Relationships	<p>CCSS.ELA-Literacy.L.4.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
1	Cinderella Around the World	12	Word Relationships	<p>CCSS.ELA-Literacy.L.K.5b</p> <p>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>
1	Cinderella Around the World	12	Word Relationships	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
1	Cinderella Around the World	12	Word Relationships	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
1	Cinderella Around the World	12	Word Relationships	<p>CCSS.ELA-Literacy.W.4.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
1	Cinderella Around the World	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>

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1	Cinderella Around the World	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.L.4.5c</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
1	Cinderella Around the World	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.L.4.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
1	Cinderella Around the World	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RF.4.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
1	Cinderella Around the World	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
1	Cinderella Around the World	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RI.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
1	Cinderella Around the World	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RI.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
1	Cinderella Around the World	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
1	Cinderella Around the World	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RL.4.2</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>
1	Cinderella Around the World	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RL.4.5</p> <p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>
1	Cinderella Around the World	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RL.4.9</p> <p>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>
1	Cinderella Around the World	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.W.4.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
1	Cinderella Around the World	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.W.4.3e</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>

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1	Cinderella Around the World	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.W.4.9a</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p>
1	Cinderella Around the World	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.W.4.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>
2	Emoji and Pisa and Birds, Oh My!	1	"From Cave Paintings to Emoji"	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
2	Emoji and Pisa and Birds, Oh My!	1	"From Cave Paintings to Emoji"	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
2	Emoji and Pisa and Birds, Oh My!	1	"From Cave Paintings to Emoji"	<p>CCSS.ELA-Literacy.RF.4.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
2	Emoji and Pisa and Birds, Oh My!	1	"From Cave Paintings to Emoji"	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
2	Emoji and Pisa and Birds, Oh My!	1	"From Cave Paintings to Emoji"	<p>CCSS.ELA-Literacy.RI.3.5</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
2	Emoji and Pisa and Birds, Oh My!	1	"From Cave Paintings to Emoji"	<p>CCSS.ELA-Literacy.RI.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
2	Emoji and Pisa and Birds, Oh My!	1	"From Cave Paintings to Emoji"	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
2	Emoji and Pisa and Birds, Oh My!	1	"From Cave Paintings to Emoji"	<p>CCSS.ELA-Literacy.RI.4.2</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
2	Emoji and Pisa and Birds, Oh My!	1	"From Cave Paintings to Emoji"	<p>CCSS.ELA-Literacy.RI.4.3</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>
2	Emoji and Pisa and Birds, Oh My!	1	"From Cave Paintings to Emoji"	<p>CCSS.ELA-Literacy.RI.4.4</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>

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2	Emoji and Pisa and Birds, Oh My!	1	"From Cave Paintings to Emoji"	CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
2	Emoji and Pisa and Birds, Oh My!	1	"From Cave Paintings to Emoji"	CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
2	Emoji and Pisa and Birds, Oh My!	2	"From Cave Paintings to Emoji" Wrap-Up	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
2	Emoji and Pisa and Birds, Oh My!	2	"From Cave Paintings to Emoji" Wrap-Up	CCSS.ELA-Literacy.RF.4.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
2	Emoji and Pisa and Birds, Oh My!	2	"From Cave Paintings to Emoji" Wrap-Up	CCSS.ELA-Literacy.RF.4.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
2	Emoji and Pisa and Birds, Oh My!	2	"From Cave Paintings to Emoji" Wrap-Up	CCSS.ELA-Literacy.RF.4.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2	Emoji and Pisa and Birds, Oh My!	2	"From Cave Paintings to Emoji" Wrap-Up	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2	Emoji and Pisa and Birds, Oh My!	2	"From Cave Paintings to Emoji" Wrap-Up	CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
2	Emoji and Pisa and Birds, Oh My!	2	"From Cave Paintings to Emoji" Wrap-Up	CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
2	Emoji and Pisa and Birds, Oh My!	2	"From Cave Paintings to Emoji" Wrap-Up	CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
2	Emoji and Pisa and Birds, Oh My!	3	"Counterfeit Money: Then and Now"	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
2	Emoji and Pisa and Birds, Oh My!	3	"Counterfeit Money: Then and Now"	CCSS.ELA-Literacy.L.4.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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2	Emoji and Pisa and Birds, Oh My!	3	"Counterfeit Money: Then and Now"	CCSS.ELA-Literacy.RF.4.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
2	Emoji and Pisa and Birds, Oh My!	3	"Counterfeit Money: Then and Now"	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Emoji and Pisa and Birds, Oh My!	3	"Counterfeit Money: Then and Now"	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2	Emoji and Pisa and Birds, Oh My!	3	"Counterfeit Money: Then and Now"	CCSS.ELA-Literacy.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
2	Emoji and Pisa and Birds, Oh My!	3	"Counterfeit Money: Then and Now"	CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
2	Emoji and Pisa and Birds, Oh My!	3	"Counterfeit Money: Then and Now"	CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
2	Emoji and Pisa and Birds, Oh My!	3	"Counterfeit Money: Then and Now"	CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
2	Emoji and Pisa and Birds, Oh My!	3	"Counterfeit Money: Then and Now"	CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
2	Emoji and Pisa and Birds, Oh My!	4	"Counterfeit Money: Then and Now" Wrap-Up	CCSS.ELA-Literacy.RF.4.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
2	Emoji and Pisa and Birds, Oh My!	4	"Counterfeit Money: Then and Now" Wrap-Up	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Emoji and Pisa and Birds, Oh My!	4	"Counterfeit Money: Then and Now" Wrap-Up	CCSS.ELA-Literacy.RF.4.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
2	Emoji and Pisa and Birds, Oh My!	4	"Counterfeit Money: Then and Now" Wrap-Up	CCSS.ELA-Literacy.RF.4.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2	Emoji and Pisa and Birds, Oh My!	4	"Counterfeit Money: Then and Now" Wrap-Up	CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
2	Emoji and Pisa and Birds, Oh My!	4	"Counterfeit Money: Then and Now" Wrap-Up	CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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2	Emoji and Pisa and Birds, Oh My!	4	"Counterfeit Money," "Then and Now," "Wrap-Up"	CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
2	Emoji and Pisa and Birds, Oh My!	5	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.L.3.2c Use commas and quotation marks in dialogue.
2	Emoji and Pisa and Birds, Oh My!	5	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.L.4.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.
2	Emoji and Pisa and Birds, Oh My!	5	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.L.4.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text.
2	Emoji and Pisa and Birds, Oh My!	5	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
2	Emoji and Pisa and Birds, Oh My!	5	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Emoji and Pisa and Birds, Oh My!	5	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.W.4.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
2	Emoji and Pisa and Birds, Oh My!	5	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
2	Emoji and Pisa and Birds, Oh My!	5	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.W.4.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2	Emoji and Pisa and Birds, Oh My!	5	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.W.4.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

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2	Emoji and Pisa and Birds, Oh My!	5	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.W.4.3c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words and phrases to manage the sequence of events.
2	Emoji and Pisa and Birds, Oh My!	5	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.W.4.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.
2	Emoji and Pisa and Birds, Oh My!	5	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.W.4.3e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.
2	Emoji and Pisa and Birds, Oh My!	5	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
2	Emoji and Pisa and Birds, Oh My!	5	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
2	Emoji and Pisa and Birds, Oh My!	6	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.L.4.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
2	Emoji and Pisa and Birds, Oh My!	6	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
2	Emoji and Pisa and Birds, Oh My!	6	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Emoji and Pisa and Birds, Oh My!	6	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.4.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
2	Emoji and Pisa and Birds, Oh My!	6	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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2	Emoji and Pisa and Birds, Oh My!	6	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.4.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2	Emoji and Pisa and Birds, Oh My!	6	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.4.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
2	Emoji and Pisa and Birds, Oh My!	6	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.4.3c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words and phrases to manage the sequence of events.
2	Emoji and Pisa and Birds, Oh My!	6	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.4.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.
2	Emoji and Pisa and Birds, Oh My!	6	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.4.3e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.
2	Emoji and Pisa and Birds, Oh My!	6	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
2	Emoji and Pisa and Birds, Oh My!	6	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
2	Emoji and Pisa and Birds, Oh My!	7	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.L.3.1f Ensure subject-verb and pronoun-antecedent agreement.
2	Emoji and Pisa and Birds, Oh My!	7	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.L.4.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
2	Emoji and Pisa and Birds, Oh My!	7	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.L.4.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
2	Emoji and Pisa and Birds, Oh My!	7	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.L.4.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.

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2	Emoji and Pisa and Birds, Oh My!	7	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.L.4.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text.
2	Emoji and Pisa and Birds, Oh My!	7	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
2	Emoji and Pisa and Birds, Oh My!	7	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Emoji and Pisa and Birds, Oh My!	7	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.W.4.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
2	Emoji and Pisa and Birds, Oh My!	7	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
2	Emoji and Pisa and Birds, Oh My!	7	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.W.4.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2	Emoji and Pisa and Birds, Oh My!	7	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.W.4.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
2	Emoji and Pisa and Birds, Oh My!	7	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.W.4.3c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words and phrases to manage the sequence of events.
2	Emoji and Pisa and Birds, Oh My!	7	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.W.4.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.

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2	Emoji and Pisa and Birds, Oh My!	7	Narrative Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.4.3e</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>
2	Emoji and Pisa and Birds, Oh My!	7	Narrative Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.4.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
2	Emoji and Pisa and Birds, Oh My!	7	Narrative Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.4.9a</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p>
2	Emoji and Pisa and Birds, Oh My!	8	Narrative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.L.4.1d</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p>
2	Emoji and Pisa and Birds, Oh My!	8	Narrative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.L.4.2a</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use correct capitalization.</p>
2	Emoji and Pisa and Birds, Oh My!	8	Narrative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.L.4.2b</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use commas and quotation marks to mark direct speech and quotations from a text.</p>
2	Emoji and Pisa and Birds, Oh My!	8	Narrative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
2	Emoji and Pisa and Birds, Oh My!	8	Narrative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
2	Emoji and Pisa and Birds, Oh My!	8	Narrative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.4.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
2	Emoji and Pisa and Birds, Oh My!	8	Narrative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.4.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

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2	Emoji and Pisa and Birds, Oh My!	8	Narrative Writing: Drafting (B) CCSS.ELA-Literacy.W.4.3a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2	Emoji and Pisa and Birds, Oh My!	8	Narrative Writing: Drafting (B) CCSS.ELA-Literacy.W.4.3b	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
2	Emoji and Pisa and Birds, Oh My!	8	Narrative Writing: Drafting (B) CCSS.ELA-Literacy.W.4.3c	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words and phrases to manage the sequence of events.
2	Emoji and Pisa and Birds, Oh My!	8	Narrative Writing: Drafting (B) CCSS.ELA-Literacy.W.4.3d	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.
2	Emoji and Pisa and Birds, Oh My!	8	Narrative Writing: Drafting (B) CCSS.ELA-Literacy.W.4.3e	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.
2	Emoji and Pisa and Birds, Oh My!	8	Narrative Writing: Drafting (B) CCSS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
2	Emoji and Pisa and Birds, Oh My!	8	Narrative Writing: Drafting (B) CCSS.ELA-Literacy.W.4.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
2	Emoji and Pisa and Birds, Oh My!	9	Keyboarding and Your Choice CCSS.ELA-Literacy.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
2	Emoji and Pisa and Birds, Oh My!	10	Nuance CCSS.ELA-Literacy.L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

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2	Emoji and Pisa and Birds, Oh My!	10	Nuance	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
2	Emoji and Pisa and Birds, Oh My!	10	Nuance	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
2	Emoji and Pisa and Birds, Oh My!	10	Nuance	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
2	Emoji and Pisa and Birds, Oh My!	10	Nuance	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
2	Emoji and Pisa and Birds, Oh My!	10	Nuance	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
2	Emoji and Pisa and Birds, Oh My!	10	Nuance	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
2	Emoji and Pisa and Birds, Oh My!	11	"Still Standing: The Leaning Tower of Pisa"	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
2	Emoji and Pisa and Birds, Oh My!	11	"Still Standing: The Leaning Tower of Pisa"	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

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2	Emoji and Pisa and Birds, Oh My!	11	"Still Standing: The Leaning Tower of Pisa"	<p>CCSS.ELA-Literacy.RF.4.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
2	Emoji and Pisa and Birds, Oh My!	11	"Still Standing: The Leaning Tower of Pisa"	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
2	Emoji and Pisa and Birds, Oh My!	11	"Still Standing: The Leaning Tower of Pisa"	<p>CCSS.ELA-Literacy.RI.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
2	Emoji and Pisa and Birds, Oh My!	11	"Still Standing: The Leaning Tower of Pisa"	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
2	Emoji and Pisa and Birds, Oh My!	11	"Still Standing: The Leaning Tower of Pisa"	<p>CCSS.ELA-Literacy.RI.4.2</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
2	Emoji and Pisa and Birds, Oh My!	11	"Still Standing: The Leaning Tower of Pisa"	<p>CCSS.ELA-Literacy.RI.4.3</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>
2	Emoji and Pisa and Birds, Oh My!	11	"Still Standing: The Leaning Tower of Pisa"	<p>CCSS.ELA-Literacy.RI.4.4</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>
2	Emoji and Pisa and Birds, Oh My!	11	"Still Standing: The Leaning Tower of Pisa"	<p>CCSS.ELA-Literacy.RI.4.5</p> <p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>
2	Emoji and Pisa and Birds, Oh My!	11	"Still Standing: The Leaning Tower of Pisa"	<p>CCSS.ELA-Literacy.RI.4.7</p> <p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>
2	Emoji and Pisa and Birds, Oh My!	11	"Still Standing: The Leaning Tower of Pisa"	<p>CCSS.ELA-Literacy.RI.4.8</p> <p>Explain how an author uses reasons and evidence to support particular points in a text.</p>
2	Emoji and Pisa and Birds, Oh My!	12	"Still Standing: The Leaning Tower of Pisa" Wrap-Up	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
2	Emoji and Pisa and Birds, Oh My!	12	"Still Standing: The Leaning Tower of Pisa" Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
2	Emoji and Pisa and Birds, Oh My!	12	"Still Standing: The Leaning Tower of Pisa" Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
2	Emoji and Pisa and Birds, Oh My!	12	"Still Standing: The Leaning Tower of Pisa" Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>

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2	Emoji and Pisa and Birds, Oh My!	12	"Still Standing: The Leaning Tower of Pisa" Wrap-Up	CCSS.ELA-Literacy.RF.4.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2	Emoji and Pisa and Birds, Oh My!	12	"Still Standing: The Leaning Tower of Pisa" Wrap-Up	CCSS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
2	Emoji and Pisa and Birds, Oh My!	12	"Still Standing: The Leaning Tower of Pisa" Wrap-Up	CCSS.ELA-Literacy.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
2	Emoji and Pisa and Birds, Oh My!	12	"Still Standing: The Leaning Tower of Pisa" Wrap-Up	CCSS.ELA-Literacy.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
2	Emoji and Pisa and Birds, Oh My!	12	"Still Standing: The Leaning Tower of Pisa" Wrap-Up	CCSS.ELA-Literacy.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
2	Emoji and Pisa and Birds, Oh My!	12	"Still Standing: The Leaning Tower of Pisa" Wrap-Up	CCSS.ELA-Literacy.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
2	Emoji and Pisa and Birds, Oh My!	13	"The Many Colors of Birds"	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
2	Emoji and Pisa and Birds, Oh My!	13	"The Many Colors of Birds"	CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
2	Emoji and Pisa and Birds, Oh My!	13	"The Many Colors of Birds"	CCSS.ELA-Literacy.RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
2	Emoji and Pisa and Birds, Oh My!	13	"The Many Colors of Birds"	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Emoji and Pisa and Birds, Oh My!	13	"The Many Colors of Birds"	CCSS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2	Emoji and Pisa and Birds, Oh My!	13	"The Many Colors of Birds"	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
2	Emoji and Pisa and Birds, Oh My!	13	"The Many Colors of Birds"	CCSS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
2	Emoji and Pisa and Birds, Oh My!	13	"The Many Colors of Birds"	CCSS.ELA-Literacy.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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2	Emoji and Pisa and Birds, Oh My!	13	"The Many Colors of Birds"	CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
2	Emoji and Pisa and Birds, Oh My!	13	"The Many Colors of Birds"	CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
2	Emoji and Pisa and Birds, Oh My!	14	"The Many Colors of Birds" Wrap-Up	CCSS.ELA-Literacy.RF.4.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
2	Emoji and Pisa and Birds, Oh My!	14	"The Many Colors of Birds" Wrap-Up	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Emoji and Pisa and Birds, Oh My!	14	"The Many Colors of Birds" Wrap-Up	CCSS.ELA-Literacy.RF.4.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
2	Emoji and Pisa and Birds, Oh My!	14	"The Many Colors of Birds" Wrap-Up	CCSS.ELA-Literacy.RF.4.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2	Emoji and Pisa and Birds, Oh My!	14	"The Many Colors of Birds" Wrap-Up	CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
2	Emoji and Pisa and Birds, Oh My!	14	"The Many Colors of Birds" Wrap-Up	CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
2	Emoji and Pisa and Birds, Oh My!	14	"The Many Colors of Birds" Wrap-Up	CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
2	Emoji and Pisa and Birds, Oh My!	14	"The Many Colors of Birds" Wrap-Up	CCSS.ELA-Literacy.W.4.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
2	Emoji and Pisa and Birds, Oh My!	15	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.L.4.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
2	Emoji and Pisa and Birds, Oh My!	15	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.L.4.5b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.

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2	Emoji and Pisa and Birds, Oh My!	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.L.4.5c</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
2	Emoji and Pisa and Birds, Oh My!	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.L.4.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
2	Emoji and Pisa and Birds, Oh My!	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RF.4.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
2	Emoji and Pisa and Birds, Oh My!	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
2	Emoji and Pisa and Birds, Oh My!	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
2	Emoji and Pisa and Birds, Oh My!	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.4.2</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
2	Emoji and Pisa and Birds, Oh My!	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.4.4</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>
2	Emoji and Pisa and Birds, Oh My!	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.4.5</p> <p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>
2	Emoji and Pisa and Birds, Oh My!	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.4.8</p> <p>Explain how an author uses reasons and evidence to support particular points in a text.</p>
2	Emoji and Pisa and Birds, Oh My!	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RL.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
2	Emoji and Pisa and Birds, Oh My!	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RL.4.2</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>
2	Emoji and Pisa and Birds, Oh My!	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RL.4.3</p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>
2	Emoji and Pisa and Birds, Oh My!	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.W.4.9a</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p>

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2	Emoji and Pisa and Birds, Oh My!	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.W.4.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>
3	Mystery!	1	Narrative Writing: Revising	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
3	Mystery!	1	Narrative Writing: Revising	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
3	Mystery!	1	Narrative Writing: Revising	<p>CCSS.ELA-Literacy.W.4.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
3	Mystery!	1	Narrative Writing: Revising	<p>CCSS.ELA-Literacy.W.4.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
3	Mystery!	1	Narrative Writing: Revising	<p>CCSS.ELA-Literacy.W.4.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
3	Mystery!	1	Narrative Writing: Revising	<p>CCSS.ELA-Literacy.W.4.3b</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>
3	Mystery!	1	Narrative Writing: Revising	<p>CCSS.ELA-Literacy.W.4.3c</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use a variety of transitional words and phrases to manage the sequence of events.</p>
3	Mystery!	1	Narrative Writing: Revising	<p>CCSS.ELA-Literacy.W.4.3d</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>

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3	Mystery!	1	Narrative Writing: Revising	<p>CCSS.ELA-Literacy.W.4.3e</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>
3	Mystery!	1	Narrative Writing: Revising	<p>CCSS.ELA-Literacy.W.4.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
3	Mystery!	1	Narrative Writing: Revising	<p>CCSS.ELA-Literacy.W.4.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
3	Mystery!	2	Narrative Writing: Proofreading	<p>CCSS.ELA-Literacy.L.4.1f</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>
3	Mystery!	2	Narrative Writing: Proofreading	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
3	Mystery!	2	Narrative Writing: Proofreading	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
3	Mystery!	2	Narrative Writing: Proofreading	<p>CCSS.ELA-Literacy.W.4.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
3	Mystery!	2	Narrative Writing: Proofreading	<p>CCSS.ELA-Literacy.W.4.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
3	Mystery!	2	Narrative Writing: Proofreading	<p>CCSS.ELA-Literacy.W.4.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
3	Mystery!	2	Narrative Writing: Proofreading	<p>CCSS.ELA-Literacy.W.4.3b</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>
3	Mystery!	2	Narrative Writing: Proofreading	<p>CCSS.ELA-Literacy.W.4.3c</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use a variety of transitional words and phrases to manage the sequence of events.</p>

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3	Mystery!	2	Narrative Writing: Proofreading	CCSS.ELA-Literacy.W.4.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.
3	Mystery!	2	Narrative Writing: Proofreading	CCSS.ELA-Literacy.W.4.3e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.
3	Mystery!	2	Narrative Writing: Proofreading	CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
3	Mystery!	2	Narrative Writing: Proofreading	CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
3	Mystery!	3	Narrative Writing: Publishing	CCSS.ELA-Literacy.L.4.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
3	Mystery!	3	Narrative Writing: Publishing	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
3	Mystery!	3	Narrative Writing: Publishing	CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3	Mystery!	3	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.4.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
3	Mystery!	3	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
3	Mystery!	3	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.4.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
3	Mystery!	3	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.4.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

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3	Mystery!	3	Narrative Writing: Publishing	<p>CCSS.ELA-Literacy.W.4.3c</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use a variety of transitional words and phrases to manage the sequence of events.</p>
3	Mystery!	3	Narrative Writing: Publishing	<p>CCSS.ELA-Literacy.W.4.3d</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>
3	Mystery!	3	Narrative Writing: Publishing	<p>CCSS.ELA-Literacy.W.4.3e</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>
3	Mystery!	3	Narrative Writing: Publishing	<p>CCSS.ELA-Literacy.W.4.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
3	Mystery!	3	Narrative Writing: Publishing	<p>CCSS.ELA-Literacy.W.4.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
3	Mystery!	3	Narrative Writing: Publishing	<p>CCSS.ELA-Literacy.W.4.6</p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>
3	Mystery!	4	Precise Words	<p>CCSS.ELA-Literacy.L.4.3a</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose words and phrases to convey ideas precisely.</p>
3	Mystery!	4	Precise Words	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
3	Mystery!	4	Precise Words	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
3	Mystery!	4	Precise Words	<p>CCSS.ELA-Literacy.L.4.5c</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>

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3	Mystery!	4	Precise Words	CCSS.ELA-Literacy.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
3	Mystery!	4	Precise Words	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
3	Mystery!	4	Precise Words	CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3	Mystery!	4	Precise Words	CCSS.ELA-Literacy.W.4.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
3	Mystery!	5	On the Case (A)	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
3	Mystery!	5	On the Case (A)	CCSS.ELA-Literacy.L.4.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
3	Mystery!	5	On the Case (A)	CCSS.ELA-Literacy.L.4.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
3	Mystery!	5	On the Case (A)	CCSS.ELA-Literacy.RF.4.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
3	Mystery!	5	On the Case (A)	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
3	Mystery!	5	On the Case (A)	CCSS.ELA-Literacy.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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3	Mystery!	5	On the Case (A)	CCSS.ELA-Literacy.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
3	Mystery!	5	On the Case (A)	CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
3	Mystery!	5	On the Case (A)	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3	Mystery!	5	On the Case (A)	CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
3	Mystery!	5	On the Case (A)	CCSS.ELA-Literacy.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
3	Mystery!	6	On the Case (B)	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
3	Mystery!	6	On the Case (B)	CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
3	Mystery!	6	On the Case (B)	CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
3	Mystery!	6	On the Case (B)	CCSS.ELA-Literacy.RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
3	Mystery!	6	On the Case (B)	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
3	Mystery!	6	On the Case (B)	CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
3	Mystery!	6	On the Case (B)	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3	Mystery!	6	On the Case (B)	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3	Mystery!	6	On the Case (B)	CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

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3	Mystery!	7	On the Case (C)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
3	Mystery!	7	On the Case (C)	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
3	Mystery!	7	On the Case (C)	<p>CCSS.ELA-Literacy.RF.4.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
3	Mystery!	7	On the Case (C)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
3	Mystery!	7	On the Case (C)	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
3	Mystery!	7	On the Case (C)	<p>CCSS.ELA-Literacy.RL.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
3	Mystery!	7	On the Case (C)	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
3	Mystery!	7	On the Case (C)	<p>CCSS.ELA-Literacy.RL.4.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>
3	Mystery!	7	On the Case (C)	<p>CCSS.ELA-Literacy.RL.4.6</p> <p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>
3	Mystery!	8	On the Case Wrap-Up	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
3	Mystery!	8	On the Case Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
3	Mystery!	8	On the Case Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>

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3	Mystery!	8	On the Case Wrap-Up	CCSS.ELA-Literacy.RF.4.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
3	Mystery!	8	On the Case Wrap-Up	CCSS.ELA-Literacy.RF.4.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3	Mystery!	8	On the Case Wrap-Up	CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
3	Mystery!	8	On the Case Wrap-Up	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3	Mystery!	8	On the Case Wrap-Up	CCSS.ELA-Literacy.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
3	Mystery!	9	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
3	Mystery!	10	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.4.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
3	Mystery!	10	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.4.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
3	Mystery!	10	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.4.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text.
3	Mystery!	10	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.4.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence.
3	Mystery!	10	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
3	Mystery!	10	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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3	Mystery!	10	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
3	Mystery!	10	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
3	Mystery!	10	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3	Mystery!	10	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
3	Mystery!	10	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
3	Mystery!	10	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.3a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
3	Mystery!	10	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.3b	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
3	Mystery!	10	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.3c	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words and phrases to manage the sequence of events.
3	Mystery!	10	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.3d	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.
3	Mystery!	10	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.3e	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.

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3	Mystery!	10	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.W.4.9a</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p>
3	Mystery!	10	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.W.4.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>
4	Frontiers of Flight	1	Space Flight (A)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
4	Frontiers of Flight	1	Space Flight (A)	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
4	Frontiers of Flight	1	Space Flight (A)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
4	Frontiers of Flight	1	Space Flight (A)	<p>CCSS.ELA-Literacy.RI.3.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
4	Frontiers of Flight	1	Space Flight (A)	<p>CCSS.ELA-Literacy.RI.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
4	Frontiers of Flight	1	Space Flight (A)	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
4	Frontiers of Flight	1	Space Flight (A)	<p>CCSS.ELA-Literacy.RI.4.2</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
4	Frontiers of Flight	1	Space Flight (A)	<p>CCSS.ELA-Literacy.RI.4.4</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>
4	Frontiers of Flight	1	Space Flight (A)	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
4	Frontiers of Flight	2	Space Flight (B)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>

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4	Frontiers of Flight	2	Space Flight (B) CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
4	Frontiers of Flight	2	Space Flight (B) CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
4	Frontiers of Flight	2	Space Flight (B) CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Frontiers of Flight	2	Space Flight (B) CCSS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4	Frontiers of Flight	2	Space Flight (B) CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4	Frontiers of Flight	2	Space Flight (B) CCSS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4	Frontiers of Flight	2	Space Flight (B) CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
4	Frontiers of Flight	2	Space Flight (B) CCSS.ELA-Literacy.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
4	Frontiers of Flight	2	Space Flight (B) CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4	Frontiers of Flight	3	Space Flight (C) CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
4	Frontiers of Flight	3	Space Flight (C) CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
4	Frontiers of Flight	3	Space Flight (C) CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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4	Frontiers of Flight	3	Space Flight (C)	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Frontiers of Flight	3	Space Flight (C)	CCSS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4	Frontiers of Flight	3	Space Flight (C)	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4	Frontiers of Flight	3	Space Flight (C)	CCSS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4	Frontiers of Flight	3	Space Flight (C)	CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
4	Frontiers of Flight	3	Space Flight (C)	CCSS.ELA-Literacy.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
4	Frontiers of Flight	3	Space Flight (C)	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4	Frontiers of Flight	4	Space Flight Wrap-Up	CCSS.ELA-Literacy.RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
4	Frontiers of Flight	4	Space Flight Wrap-Up	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Frontiers of Flight	4	Space Flight Wrap-Up	CCSS.ELA-Literacy.RF.4.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
4	Frontiers of Flight	4	Space Flight Wrap-Up	CCSS.ELA-Literacy.RF.4.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4	Frontiers of Flight	4	Space Flight Wrap-Up	CCSS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4	Frontiers of Flight	4	Space Flight Wrap-Up	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4	Frontiers of Flight	4	Space Flight Wrap-Up	CCSS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4	Frontiers of Flight	4	Space Flight Wrap-Up	CCSS.ELA-Literacy.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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4	Frontiers of Flight	4	Space Flight Wrap-Up	<p>CCSS.ELA-Literacy.W.4.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
4	Frontiers of Flight	5	Air and Space Words	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
4	Frontiers of Flight	5	Air and Space Words	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
4	Frontiers of Flight	5	Air and Space Words	<p>CCSS.ELA-Literacy.L.4.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
4	Frontiers of Flight	5	Air and Space Words	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
4	Frontiers of Flight	5	Air and Space Words	<p>CCSS.ELA-Literacy.RF.4.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
4	Frontiers of Flight	5	Air and Space Words	<p>CCSS.ELA-Literacy.RI.4.4</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>
4	Frontiers of Flight	5	Air and Space Words	<p>CCSS.ELA-Literacy.W.4.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
4	Frontiers of Flight	6	First Flights (A)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>

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4	Frontiers of Flight	6	First Flights (A)	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
4	Frontiers of Flight	6	First Flights (A)	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
4	Frontiers of Flight	6	First Flights (A)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
4	Frontiers of Flight	6	First Flights (A)	<p>CCSS.ELA-Literacy.RI.3.3</p> <p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
4	Frontiers of Flight	6	First Flights (A)	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
4	Frontiers of Flight	6	First Flights (A)	<p>CCSS.ELA-Literacy.RI.4.2</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
4	Frontiers of Flight	6	First Flights (A)	<p>CCSS.ELA-Literacy.RI.4.3</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>
4	Frontiers of Flight	6	First Flights (A)	<p>CCSS.ELA-Literacy.RI.4.4</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>
4	Frontiers of Flight	7	First Flights (B)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
4	Frontiers of Flight	7	First Flights (B)	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
4	Frontiers of Flight	7	First Flights (B)	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

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4	Frontiers of Flight	7	First Flights (B)	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Frontiers of Flight	7	First Flights (B)	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4	Frontiers of Flight	7	First Flights (B)	CCSS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4	Frontiers of Flight	7	First Flights (B)	CCSS.ELA-Literacy.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
4	Frontiers of Flight	7	First Flights (B)	CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
4	Frontiers of Flight	7	First Flights (B)	CCSS.ELA-Literacy.RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
4	Frontiers of Flight	7	First Flights (B)	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4	Frontiers of Flight	8	First Flights (C)	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
4	Frontiers of Flight	8	First Flights (C)	CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
4	Frontiers of Flight	8	First Flights (C)	CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
4	Frontiers of Flight	8	First Flights (C)	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Frontiers of Flight	8	First Flights (C)	CCSS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4	Frontiers of Flight	8	First Flights (C)	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4	Frontiers of Flight	8	First Flights (C)	CCSS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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4	Frontiers of Flight	8	First Flights (C)	CCSS.ELA-Literacy.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
4	Frontiers of Flight	8	First Flights (C)	CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
4	Frontiers of Flight	8	First Flights (C)	CCSS.ELA-Literacy.RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
4	Frontiers of Flight	8	First Flights (C)	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4	Frontiers of Flight	8	First Flights (C)	CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
4	Frontiers of Flight	9	First Flights Wrap-Up	CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
4	Frontiers of Flight	9	First Flights Wrap-Up	CCSS.ELA-Literacy.RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
4	Frontiers of Flight	9	First Flights Wrap-Up	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Frontiers of Flight	9	First Flights Wrap-Up	CCSS.ELA-Literacy.RF.4.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
4	Frontiers of Flight	9	First Flights Wrap-Up	CCSS.ELA-Literacy.RF.4.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4	Frontiers of Flight	9	First Flights Wrap-Up	CCSS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4	Frontiers of Flight	9	First Flights Wrap-Up	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
4	Frontiers of Flight	9	First Flights Wrap-Up	CCSS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4	Frontiers of Flight	9	First Flights Wrap-Up	CCSS.ELA-Literacy.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
4	Frontiers of Flight	9	First Flights Wrap-Up	CCSS.ELA-Literacy.RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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4	Frontiers of Flight	9	First Flights Wrap-Up	<p>CCSS.ELA-Literacy.W.4.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
4	Frontiers of Flight	10	Informational Writing Skills (A)	<p>CCSS.ELA-Literacy.L.3.1d</p> <p>Form and use regular and irregular verbs.</p>
4	Frontiers of Flight	10	Informational Writing Skills (A)	<p>CCSS.ELA-Literacy.L.4.1b</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p>
4	Frontiers of Flight	10	Informational Writing Skills (A)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
4	Frontiers of Flight	10	Informational Writing Skills (A)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
4	Frontiers of Flight	10	Informational Writing Skills (A)	<p>CCSS.ELA-Literacy.W.4.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
4	Frontiers of Flight	10	Informational Writing Skills (A)	<p>CCSS.ELA-Literacy.W.4.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
4	Frontiers of Flight	10	Informational Writing Skills (A)	<p>CCSS.ELA-Literacy.W.4.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>
4	Frontiers of Flight	10	Informational Writing Skills (A)	<p>CCSS.ELA-Literacy.W.4.2c</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>
4	Frontiers of Flight	10	Informational Writing Skills (A)	<p>CCSS.ELA-Literacy.W.4.2d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
4	Frontiers of Flight	10	Informational Writing Skills (A)	<p>CCSS.ELA-Literacy.W.4.2e</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Provide a concluding statement or section related to the information or explanation presented</p>

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4	Frontiers of Flight	11	Informational Writing Skills (B)	<p>CCSS.ELA-Literacy.L.4.1b</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p>
4	Frontiers of Flight	11	Informational Writing Skills (B)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
4	Frontiers of Flight	11	Informational Writing Skills (B)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
4	Frontiers of Flight	11	Informational Writing Skills (B)	<p>CCSS.ELA-Literacy.W.4.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
4	Frontiers of Flight	11	Informational Writing Skills (B)	<p>CCSS.ELA-Literacy.W.4.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
4	Frontiers of Flight	11	Informational Writing Skills (B)	<p>CCSS.ELA-Literacy.W.4.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>
4	Frontiers of Flight	11	Informational Writing Skills (B)	<p>CCSS.ELA-Literacy.W.4.2c</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>
4	Frontiers of Flight	11	Informational Writing Skills (B)	<p>CCSS.ELA-Literacy.W.4.2d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
4	Frontiers of Flight	11	Informational Writing Skills (B)	<p>CCSS.ELA-Literacy.W.4.2e</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Provide a concluding statement or section related to the information or explanation presented</p>
4	Frontiers of Flight	12	Informational Writing Skills (C)	<p>CCSS.ELA-Literacy.L.4.1b</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p>

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4	Frontiers of Flight	12	Informational Writing Skills (C)	CCSS.ELA-Literacy.L.4.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
4	Frontiers of Flight	12	Informational Writing Skills (C)	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
4	Frontiers of Flight	12	Informational Writing Skills (C)	CCSS.ELA-Literacy.L.4.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
4	Frontiers of Flight	12	Informational Writing Skills (C)	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	Frontiers of Flight	12	Informational Writing Skills (C)	CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
4	Frontiers of Flight	12	Informational Writing Skills (C)	CCSS.ELA-Literacy.W.4.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
4	Frontiers of Flight	12	Informational Writing Skills (C)	CCSS.ELA-Literacy.W.4.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
4	Frontiers of Flight	12	Informational Writing Skills (C)	CCSS.ELA-Literacy.W.4.2c Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
4	Frontiers of Flight	12	Informational Writing Skills (C)	CCSS.ELA-Literacy.W.4.2d Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.
4	Frontiers of Flight	12	Informational Writing Skills (C)	CCSS.ELA-Literacy.W.4.2e Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented
4	Frontiers of Flight	13	Informational Writing Skills Wrap-Up	CCSS.ELA-Literacy.L.4.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

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4	Frontiers of Flight	13	Informational Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
4	Frontiers of Flight	13	Informational Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.L.4.3a</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose words and phrases to convey ideas precisely.</p>
4	Frontiers of Flight	13	Informational Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
4	Frontiers of Flight	13	Informational Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.4.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
4	Frontiers of Flight	13	Informational Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.4.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
4	Frontiers of Flight	13	Informational Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.4.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>
4	Frontiers of Flight	13	Informational Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.4.2c</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>
4	Frontiers of Flight	13	Informational Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.4.2d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
4	Frontiers of Flight	13	Informational Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.4.2e</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Provide a concluding statement or section related to the information or explanation presented</p>
4	Frontiers of Flight	14	Keyboarding and Your Choice	<p>CCSS.ELA-Literacy.W.4.6</p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>
4	Frontiers of Flight	15	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>

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4	Frontiers of Flight	15	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.L.4.5c</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
4	Frontiers of Flight	15	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.L.4.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
4	Frontiers of Flight	15	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RI.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
4	Frontiers of Flight	15	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RI.4.2</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
4	Frontiers of Flight	15	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RI.4.3</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>
4	Frontiers of Flight	15	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RI.4.5</p> <p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>
4	Frontiers of Flight	15	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RI.4.6</p> <p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>
4	Frontiers of Flight	15	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RI.4.7</p> <p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>
4	Frontiers of Flight	15	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RI.4.9</p> <p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
4	Frontiers of Flight	15	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.W.4.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
4	Frontiers of Flight	15	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.W.4.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>
4	Frontiers of Flight	15	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.W.4.9a</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p>

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4	Frontiers of Flight	15	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.W.4.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>
5	Pax	1	Pax (A)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
5	Pax	1	Pax (A)	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
5	Pax	1	Pax (A)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
5	Pax	1	Pax (A)	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
5	Pax	1	Pax (A)	<p>CCSS.ELA-Literacy.RL.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
5	Pax	1	Pax (A)	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
5	Pax	1	Pax (A)	<p>CCSS.ELA-Literacy.RL.4.3</p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>
5	Pax	1	Pax (A)	<p>CCSS.ELA-Literacy.RL.4.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>
5	Pax	1	Pax (A)	<p>CCSS.ELA-Literacy.RL.4.5</p> <p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>
5	Pax	1	Pax (A)	<p>CCSS.ELA-Literacy.RL.4.6</p> <p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>
5	Pax	2	Pax (B)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>

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5	Pax	2	Pax (B)	CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5	Pax	2	Pax (B)	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Pax	2	Pax (B)	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	Pax	2	Pax (B)	CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Pax	2	Pax (B)	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	Pax	2	Pax (B)	CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
5	Pax	2	Pax (B)	CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
5	Pax	3	Pax (C)	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
5	Pax	3	Pax (C)	CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5	Pax	3	Pax (C)	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Pax	3	Pax (C)	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	Pax	3	Pax (C)	CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Pax	3	Pax (C)	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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5	Pax	3	Pax (C)	CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
5	Pax	3	Pax (C)	CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
5	Pax	3	Pax (C)	CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
5	Pax	4	Pax (D)	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
5	Pax	4	Pax (D)	CCSS.ELA-Literacy.L.4.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5	Pax	4	Pax (D)	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Pax	4	Pax (D)	CCSS.ELA-Literacy.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	Pax	4	Pax (D)	CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Pax	4	Pax (D)	CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	Pax	4	Pax (D)	CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
5	Pax	4	Pax (D)	CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
5	Pax	5	Pax (E)	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
5	Pax	5	Pax (E)	CCSS.ELA-Literacy.L.4.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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5	Pax	5	Pax (E)	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Pax	5	Pax (E)	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	Pax	5	Pax (E)	CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Pax	5	Pax (E)	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	Pax	5	Pax (E)	CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
5	Pax	5	Pax (E)	CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
5	Pax	6	Pax (F)	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
5	Pax	6	Pax (F)	CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5	Pax	6	Pax (F)	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Pax	6	Pax (F)	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	Pax	6	Pax (F)	CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Pax	6	Pax (F)	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	Pax	6	Pax (F)	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
5	Pax	6	Pax (F)	CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
5	Pax	6	Pax (F)	CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

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5	Pax	7	Pax (G) CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
5	Pax	7	Pax (G) CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5	Pax	7	Pax (G) CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Pax	7	Pax (G) CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	Pax	7	Pax (G) CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Pax	7	Pax (G) CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	Pax	7	Pax (G) CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
5	Pax	7	Pax (G) CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
5	Pax	8	Pax (H) CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
5	Pax	8	Pax (H) CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5	Pax	8	Pax (H) CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Pax	8	Pax (H) CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Pax	8	Pax (H) CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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5	Pax	8	Pax (H)	CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
5	Pax	8	Pax (H)	CCSS.ELA-Literacy.RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
5	Pax	9	Pax (I)	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
5	Pax	9	Pax (I)	CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5	Pax	9	Pax (I)	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Pax	9	Pax (I)	CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Pax	9	Pax (I)	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	Pax	9	Pax (I)	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
5	Pax	9	Pax (I)	CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
5	Pax	10	Pax Wrap-Up	CCSS.ELA-Literacy.RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
5	Pax	10	Pax Wrap-Up	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Pax	10	Pax Wrap-Up	CCSS.ELA-Literacy.RF.4.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
5	Pax	10	Pax Wrap-Up	CCSS.ELA-Literacy.RF.4.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5	Pax	10	Pax Wrap-Up	CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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5	Pax	10	Pax Wrap-Up	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	Pax	10	Pax Wrap-Up	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
5	Pax	10	Pax Wrap-Up	CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
5	Pax	10	Pax Wrap-Up	CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
5	Pax	10	Pax Wrap-Up	CCSS.ELA-Literacy.SL.4.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
5	Pax	10	Pax Wrap-Up	CCSS.ELA-Literacy.SL.4.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.
5	Pax	10	Pax Wrap-Up	CCSS.ELA-Literacy.SL.4.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
5	Pax	10	Pax Wrap-Up	CCSS.ELA-Literacy.SL.4.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
5	Pax	11	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
5	Pax	12	Similes	CCSS.ELA-Literacy.L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
5	Pax	12	Similes	CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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5	Pax	12	Similes	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
5	Pax	12	Similes	<p>CCSS.ELA-Literacy.L.4.5a</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>
5	Pax	12	Similes	<p>CCSS.ELA-Literacy.L.4.5b</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
5	Pax	12	Similes	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
5	Pax	12	Similes	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
5	Pax	12	Similes	<p>CCSS.ELA-Literacy.W.4.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
5	Pax	13	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.L.3.1a</p> <p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>
5	Pax	13	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.L.4.2a</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use correct capitalization.</p>
5	Pax	13	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
5	Pax	13	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.L.4.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
5	Pax	13	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>

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5	Pax	13	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.W.4.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
5	Pax	13	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.W.4.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
5	Pax	13	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.W.4.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
5	Pax	13	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.W.4.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>
5	Pax	13	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.W.4.2c</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>
5	Pax	13	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.W.4.2d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
5	Pax	13	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.W.4.2e</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Provide a concluding statement or section related to the information or explanation presented</p>
5	Pax	13	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.W.4.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
5	Pax	13	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.W.4.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
5	Pax	13	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.W.4.7</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
5	Pax	13	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.W.4.8</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
5	Pax	14	Informational Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.L.4.2a</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use correct capitalization.</p>

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5	Pax	14	Informational Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
5	Pax	14	Informational Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.L.4.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
5	Pax	14	Informational Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
5	Pax	14	Informational Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
5	Pax	14	Informational Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.W.4.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
5	Pax	14	Informational Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.W.4.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
5	Pax	14	Informational Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.W.4.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
5	Pax	14	Informational Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.W.4.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>
5	Pax	14	Informational Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.W.4.2c</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>
5	Pax	14	Informational Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.W.4.2d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>

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5	Pax	14	Informational Writing: Prewriting (B)	CCSS.ELA-Literacy.W.4.2e Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented
5	Pax	14	Informational Writing: Prewriting (B)	CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5	Pax	14	Informational Writing: Prewriting (B)	CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
5	Pax	14	Informational Writing: Prewriting (B)	CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
5	Pax	14	Informational Writing: Prewriting (B)	CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
5	Pax	14	Informational Writing: Prewriting (B)	CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
5	Pax	15	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.L.3.1f Ensure subject-verb and pronoun-antecedent agreement.
5	Pax	15	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.L.4.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
5	Pax	15	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.L.4.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.
5	Pax	15	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
5	Pax	15	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
5	Pax	15	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Pax	15	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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5	Pax	15	Informational Writing: Prewriting (C)	<p>CCSS.ELA-Literacy.W.4.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
5	Pax	15	Informational Writing: Prewriting (C)	<p>CCSS.ELA-Literacy.W.4.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
5	Pax	15	Informational Writing: Prewriting (C)	<p>CCSS.ELA-Literacy.W.4.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
5	Pax	15	Informational Writing: Prewriting (C)	<p>CCSS.ELA-Literacy.W.4.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>
5	Pax	15	Informational Writing: Prewriting (C)	<p>CCSS.ELA-Literacy.W.4.2c</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>
5	Pax	15	Informational Writing: Prewriting (C)	<p>CCSS.ELA-Literacy.W.4.2d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
5	Pax	15	Informational Writing: Prewriting (C)	<p>CCSS.ELA-Literacy.W.4.2e</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Provide a concluding statement or section related to the information or explanation presented</p>
5	Pax	15	Informational Writing: Prewriting (C)	<p>CCSS.ELA-Literacy.W.4.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
5	Pax	15	Informational Writing: Prewriting (C)	<p>CCSS.ELA-Literacy.W.4.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
5	Pax	15	Informational Writing: Prewriting (C)	<p>CCSS.ELA-Literacy.W.4.7</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
5	Pax	15	Informational Writing: Prewriting (C)	<p>CCSS.ELA-Literacy.W.4.8</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
5	Pax	16	Informational Writing: Drafting (A)	<p>CCSS.ELA-Literacy.L.3.1f</p> <p>Ensure subject-verb and pronoun-antecedent agreement.</p>

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5	Pax	16	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.L.4.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
5	Pax	16	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.L.4.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.
5	Pax	16	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
5	Pax	16	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.L.4.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
5	Pax	16	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
5	Pax	16	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Pax	16	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5	Pax	16	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	Pax	16	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.W.4.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
5	Pax	16	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
5	Pax	16	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.W.4.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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5	Pax	16	Informational Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.4.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>
5	Pax	16	Informational Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.4.2c</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>
5	Pax	16	Informational Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.4.2d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
5	Pax	16	Informational Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.4.2e</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Provide a concluding statement or section related to the information or explanation presented</p>
5	Pax	16	Informational Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.4.7</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
5	Pax	16	Informational Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.4.8</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
5	Pax	16	Informational Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.4.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>
5	Pax	17	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.L.4.2a</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use correct capitalization.</p>
5	Pax	17	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
5	Pax	17	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.L.4.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
5	Pax	17	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>

Attachment 28 - ACAD				
5	Pax	17	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.4.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
5	Pax	17	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.4.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
5	Pax	17	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.4.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
5	Pax	17	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.4.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>
5	Pax	17	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.4.2c</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>
5	Pax	17	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.4.2d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
5	Pax	17	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.4.2e</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Provide a concluding statement or section related to the information or explanation presented</p>
5	Pax	17	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.4.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
5	Pax	17	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.4.7</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
5	Pax	17	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.4.8</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
5	Pax	17	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.4.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>

Attachment 28 - ACAD				
5	Pax	18	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
5	Pax	18	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.L.4.5a</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>
5	Pax	18	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.L.4.5b</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
5	Pax	18	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.L.4.5c</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
5	Pax	18	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
5	Pax	18	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
5	Pax	18	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.4.2</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
5	Pax	18	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.4.3</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>
5	Pax	18	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.4.4</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>
5	Pax	18	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.4.5</p> <p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>
5	Pax	18	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RL.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
5	Pax	18	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
5	Pax	18	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RL.4.2</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>
5	Pax	18	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RL.4.3</p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>

Attachment 28 - ACAS				
5	Pax	18	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
5	Pax	18	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
5	Pax	18	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.W.4.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
5	Pax	18	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.W.4.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
6	Childhood Classics	1	Metaphors	CCSS.ELA-Literacy.L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
6	Childhood Classics	1	Metaphors	CCSS.ELA-Literacy.L.4.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
6	Childhood Classics	1	Metaphors	CCSS.ELA-Literacy.L.4.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
6	Childhood Classics	1	Metaphors	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
6	Childhood Classics	1	Metaphors	CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
6	Childhood Classics	1	Metaphors	CCSS.ELA-Literacy.W.4.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
6	Childhood Classics	2	Poetry (A)	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

Attachment 28 - ACAD				
6	Childhood Classics	2	Poetry (A)	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
6	Childhood Classics	2	Poetry (A)	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
6	Childhood Classics	2	Poetry (A)	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
6	Childhood Classics	2	Poetry (A)	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
6	Childhood Classics	2	Poetry (A)	<p>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>
6	Childhood Classics	2	Poetry (A)	<p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
6	Childhood Classics	2	Poetry (A)	<p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>
6	Childhood Classics	2	Poetry (A)	<p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>
6	Childhood Classics	2	Poetry (A)	<p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>
6	Childhood Classics	2	Poetry (A)	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
6	Childhood Classics	3	Poetry (B)	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
6	Childhood Classics	3	Poetry (B)	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>

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6	Childhood Classics	3	Poetry (B)	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
6	Childhood Classics	3	Poetry (B)	<p>CCSS.ELA-Literacy.L.4.5a</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>
6	Childhood Classics	3	Poetry (B)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
6	Childhood Classics	3	Poetry (B)	<p>CCSS.ELA-Literacy.RF.4.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
6	Childhood Classics	3	Poetry (B)	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
6	Childhood Classics	3	Poetry (B)	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
6	Childhood Classics	3	Poetry (B)	<p>CCSS.ELA-Literacy.RL.4.2</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>
6	Childhood Classics	3	Poetry (B)	<p>CCSS.ELA-Literacy.RL.4.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>
6	Childhood Classics	3	Poetry (B)	<p>CCSS.ELA-Literacy.RL.4.5</p> <p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>
6	Childhood Classics	4	Poetry (C)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
6	Childhood Classics	4	Poetry (C)	<p>CCSS.ELA-Literacy.L.4.3a</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose words and phrases to convey ideas precisely.</p>
6	Childhood Classics	4	Poetry (C)	<p>CCSS.ELA-Literacy.W.4.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

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6	Childhood Classics	4	Poetry (C) CCSS.ELA-Literacy.W.4.3d	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.
6	Childhood Classics	4	Poetry (C) CCSS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
6	Childhood Classics	4	Poetry (C) CCSS.ELA-Literacy.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
6	Childhood Classics	5	Poetry Wrap-Up CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
6	Childhood Classics	5	Poetry Wrap-Up CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
6	Childhood Classics	5	Poetry Wrap-Up CCSS.ELA-Literacy.L.4.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
6	Childhood Classics	5	Poetry Wrap-Up CCSS.ELA-Literacy.L.4.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
6	Childhood Classics	5	Poetry Wrap-Up CCSS.ELA-Literacy.RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
6	Childhood Classics	5	Poetry Wrap-Up CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
6	Childhood Classics	5	Poetry Wrap-Up CCSS.ELA-Literacy.RF.4.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
6	Childhood Classics	5	Poetry Wrap-Up CCSS.ELA-Literacy.RF.4.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

6	Childhood Classics	5	Poetry Wrap-Up	Attachment 28 - ACAD	CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
6	Childhood Classics	5	Poetry Wrap-Up		CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
6	Childhood Classics	5	Poetry Wrap-Up		CCSS.ELA-Literacy.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
6	Childhood Classics	6	Keyboarding and Your Choice		CCSS.ELA-Literacy.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
6	Childhood Classics	7	Informational Writing: Revising		CCSS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
6	Childhood Classics	7	Informational Writing: Revising		CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
6	Childhood Classics	7	Informational Writing: Revising		CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
6	Childhood Classics	7	Informational Writing: Revising		CCSS.ELA-Literacy.W.4.10	Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
6	Childhood Classics	7	Informational Writing: Revising		CCSS.ELA-Literacy.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
6	Childhood Classics	7	Informational Writing: Revising		CCSS.ELA-Literacy.W.4.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
6	Childhood Classics	7	Informational Writing: Revising		CCSS.ELA-Literacy.W.4.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
6	Childhood Classics	7	Informational Writing: Revising		CCSS.ELA-Literacy.W.4.2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

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6	Childhood Classics	7	Informational Writing: Revising	CCSS.ELA-Literacy.W.4.2d Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.
6	Childhood Classics	7	Informational Writing: Revising	CCSS.ELA-Literacy.W.4.2e Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented
6	Childhood Classics	7	Informational Writing: Revising	CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
6	Childhood Classics	7	Informational Writing: Revising	CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
6	Childhood Classics	7	Informational Writing: Revising	CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
6	Childhood Classics	7	Informational Writing: Revising	CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
6	Childhood Classics	8	Informational Writing: Proofreading	CCSS.ELA-Literacy.L.4.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
6	Childhood Classics	8	Informational Writing: Proofreading	CCSS.ELA-Literacy.L.4.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.
6	Childhood Classics	8	Informational Writing: Proofreading	CCSS.ELA-Literacy.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
6	Childhood Classics	8	Informational Writing: Proofreading	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
6	Childhood Classics	8	Informational Writing: Proofreading	CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
6	Childhood Classics	8	Informational Writing: Proofreading	CCSS.ELA-Literacy.W.4.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
6	Childhood Classics	8	Informational Writing: Proofreading	CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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6	Childhood Classics	8	Informational Writing: Proofreading	CCSS.ELA-Literacy.W.4.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
6	Childhood Classics	8	Informational Writing: Proofreading	CCSS.ELA-Literacy.W.4.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
6	Childhood Classics	8	Informational Writing: Proofreading	CCSS.ELA-Literacy.W.4.2c Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
6	Childhood Classics	8	Informational Writing: Proofreading	CCSS.ELA-Literacy.W.4.2d Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.
6	Childhood Classics	8	Informational Writing: Proofreading	CCSS.ELA-Literacy.W.4.2e Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented
6	Childhood Classics	8	Informational Writing: Proofreading	CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
6	Childhood Classics	8	Informational Writing: Proofreading	CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
6	Childhood Classics	8	Informational Writing: Proofreading	CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
6	Childhood Classics	8	Informational Writing: Proofreading	CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
6	Childhood Classics	9	Informational Writing: Publishing	CCSS.ELA-Literacy.L.4.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
6	Childhood Classics	9	Informational Writing: Publishing	CCSS.ELA-Literacy.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
6	Childhood Classics	9	Informational Writing: Publishing	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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6	Childhood Classics	9	Informational Writing: Publishing	CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
6	Childhood Classics	9	Informational Writing: Publishing	CCSS.ELA-Literacy.W.4.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
6	Childhood Classics	9	Informational Writing: Publishing	CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
6	Childhood Classics	9	Informational Writing: Publishing	CCSS.ELA-Literacy.W.4.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
6	Childhood Classics	9	Informational Writing: Publishing	CCSS.ELA-Literacy.W.4.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
6	Childhood Classics	9	Informational Writing: Publishing	CCSS.ELA-Literacy.W.4.2c Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
6	Childhood Classics	9	Informational Writing: Publishing	CCSS.ELA-Literacy.W.4.2d Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.
6	Childhood Classics	9	Informational Writing: Publishing	CCSS.ELA-Literacy.W.4.2e Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented
6	Childhood Classics	9	Informational Writing: Publishing	CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
6	Childhood Classics	9	Informational Writing: Publishing	CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
6	Childhood Classics	9	Informational Writing: Publishing	CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
6	Childhood Classics	9	Informational Writing: Publishing	CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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6	Childhood Classics	9	Informational Writing - Publishing CCSS.ELA-Literacy.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
6	Childhood Classics	10	"Rikki-Tikki-Tavi" (A) CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
6	Childhood Classics	10	"Rikki-Tikki-Tavi" (A) CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
6	Childhood Classics	10	"Rikki-Tikki-Tavi" (A) CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
6	Childhood Classics	10	"Rikki-Tikki-Tavi" (A) CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
6	Childhood Classics	10	"Rikki-Tikki-Tavi" (A) CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
6	Childhood Classics	10	"Rikki-Tikki-Tavi" (A) CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
6	Childhood Classics	10	"Rikki-Tikki-Tavi" (A) CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
6	Childhood Classics	10	"Rikki-Tikki-Tavi" (A) CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
6	Childhood Classics	10	"Rikki-Tikki-Tavi" (A) CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
6	Childhood Classics	11	"Rikki-Tikki-Tavi" (B) CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
6	Childhood Classics	11	"Rikki-Tikki-Tavi" (B) CCSS.ELA-Literacy.L.4.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

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6	Childhood Classics	11	"Rikki-Tikki-Tavi" (B) CCSS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
6	Childhood Classics	11	"Rikki-Tikki-Tavi" (B) CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
6	Childhood Classics	11	"Rikki-Tikki-Tavi" (B) CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
6	Childhood Classics	11	"Rikki-Tikki-Tavi" (B) CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
6	Childhood Classics	11	"Rikki-Tikki-Tavi" (B) CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
6	Childhood Classics	11	"Rikki-Tikki-Tavi" (B) CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
6	Childhood Classics	12	"Rikki-Tikki-Tavi" (C) CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
6	Childhood Classics	12	"Rikki-Tikki-Tavi" (C) CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
6	Childhood Classics	12	"Rikki-Tikki-Tavi" (C) CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
6	Childhood Classics	12	"Rikki-Tikki-Tavi" (C) CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
6	Childhood Classics	12	"Rikki-Tikki-Tavi" (C) CCSS.ELA-Literacy.RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
6	Childhood Classics	13	"Rikki-Tikki-Tavi" Wrap-Up CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
6	Childhood Classics	13	"Rikki-Tikki-Tavi" Wrap-Up CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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6	Childhood Classics	13	"Rikki-Tikki-Tavi" Wrap-Up	CCSS.ELA-Literacy.L.4.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
6	Childhood Classics	13	"Rikki-Tikki-Tavi" Wrap-Up	CCSS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
6	Childhood Classics	13	"Rikki-Tikki-Tavi" Wrap-Up	CCSS.ELA-Literacy.RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
6	Childhood Classics	13	"Rikki-Tikki-Tavi" Wrap-Up	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
6	Childhood Classics	13	"Rikki-Tikki-Tavi" Wrap-Up	CCSS.ELA-Literacy.RF.4.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
6	Childhood Classics	13	"Rikki-Tikki-Tavi" Wrap-Up	CCSS.ELA-Literacy.RF.4.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
6	Childhood Classics	13	"Rikki-Tikki-Tavi" Wrap-Up	CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
6	Childhood Classics	13	"Rikki-Tikki-Tavi" Wrap-Up	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
6	Childhood Classics	13	"Rikki-Tikki-Tavi" Wrap-Up	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
6	Childhood Classics	13	"Rikki-Tikki-Tavi" Wrap-Up	CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
6	Childhood Classics	13	"Rikki-Tikki-Tavi" Wrap-Up	CCSS.ELA-Literacy.RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
6	Childhood Classics	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.4.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
6	Childhood Classics	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.4.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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6	Childhood Classics	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.4.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.
6	Childhood Classics	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
6	Childhood Classics	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
6	Childhood Classics	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
6	Childhood Classics	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
6	Childhood Classics	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
6	Childhood Classics	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
6	Childhood Classics	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
6	Childhood Classics	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
6	Childhood Classics	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.2c Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
6	Childhood Classics	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.2e Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented
6	Childhood Classics	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

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6	Childhood Classics	14	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.W.4.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>
7	Mid-Year Test	1	Mid-Year Test, Part 1	Multiple
7	Mid-Year Test	2	Mid-Year Test, Part 2	Multiple
7	Mid-Year Test	3	Keyboarding and Your Choice	<p>CCSS.ELA-Literacy.W.4.6</p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>
8	Quilting Bee	1	Latin Roots	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
8	Quilting Bee	1	Latin Roots	<p>CCSS.ELA-Literacy.L.4.4b</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
8	Quilting Bee	1	Latin Roots	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
8	Quilting Bee	1	Latin Roots	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
8	Quilting Bee	1	Latin Roots	<p>CCSS.ELA-Literacy.W.4.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
8	Quilting Bee	2	Quilting (A)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
8	Quilting Bee	2	Quilting (A)	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

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8	Quilting Bee	2	Quilting (A)	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
8	Quilting Bee	2	Quilting (A)	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8	Quilting Bee	2	Quilting (A)	CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
8	Quilting Bee	2	Quilting (A)	CCSS.ELA-Literacy.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
8	Quilting Bee	2	Quilting (A)	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8	Quilting Bee	3	Quilting (B)	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
8	Quilting Bee	3	Quilting (B)	CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
8	Quilting Bee	3	Quilting (B)	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
8	Quilting Bee	3	Quilting (B)	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8	Quilting Bee	3	Quilting (B)	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8	Quilting Bee	3	Quilting (B)	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
8	Quilting Bee	3	Quilting (B)	CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
8	Quilting Bee	3	Quilting (B)	CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
8	Quilting Bee	4	Quilting (C)	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

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8	Quilting Bee	4	Quilting (C)	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
8	Quilting Bee	4	Quilting (C)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
8	Quilting Bee	4	Quilting (C)	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
8	Quilting Bee	4	Quilting (C)	<p>CCSS.ELA-Literacy.RL.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
8	Quilting Bee	4	Quilting (C)	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
8	Quilting Bee	4	Quilting (C)	<p>CCSS.ELA-Literacy.RL.4.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>
8	Quilting Bee	5	Quilting (D)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
8	Quilting Bee	5	Quilting (D)	<p>CCSS.ELA-Literacy.RL.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
8	Quilting Bee	5	Quilting (D)	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
8	Quilting Bee	5	Quilting (D)	<p>CCSS.ELA-Literacy.RL.4.3</p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>
8	Quilting Bee	6	Quilting (E)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
8	Quilting Bee	6	Quilting (E)	<p>CCSS.ELA-Literacy.RL.4.6</p> <p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>
8	Quilting Bee	7	Quilting Wrap-Up	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>

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8	Quilting Bee	7	Quilting Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
8	Quilting Bee	7	Quilting Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
8	Quilting Bee	7	Quilting Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
8	Quilting Bee	7	Quilting Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
8	Quilting Bee	7	Quilting Wrap-Up	<p>CCSS.ELA-Literacy.RI.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
8	Quilting Bee	7	Quilting Wrap-Up	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
8	Quilting Bee	7	Quilting Wrap-Up	<p>CCSS.ELA-Literacy.RI.4.4</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>
8	Quilting Bee	7	Quilting Wrap-Up	<p>CCSS.ELA-Literacy.RL.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
8	Quilting Bee	7	Quilting Wrap-Up	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
8	Quilting Bee	7	Quilting Wrap-Up	<p>CCSS.ELA-Literacy.RL.4.2</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>
8	Quilting Bee	7	Quilting Wrap-Up	<p>CCSS.ELA-Literacy.RL.4.3</p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>
8	Quilting Bee	8	Keyboarding and Your Choice	<p>CCSS.ELA-Literacy.W.4.6</p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>
8	Quilting Bee	9	Opinion Writing Skills (A)	<p>CCSS.ELA-Literacy.L.4.1e</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Form and use prepositional phrases.</p>
8	Quilting Bee	9	Opinion Writing Skills (A)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
8	Quilting Bee	9	Opinion Writing Skills (A)	<p>CCSS.ELA-Literacy.L.K.1e</p> <p>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>

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8	Quilting Bee	9	Opinion Writing Skills (A)	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
8	Quilting Bee	9	Opinion Writing Skills (A)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
8	Quilting Bee	9	Opinion Writing Skills (A)	<p>CCSS.ELA-Literacy.W.4.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p>
8	Quilting Bee	9	Opinion Writing Skills (A)	<p>CCSS.ELA-Literacy.W.4.1a</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p>
8	Quilting Bee	9	Opinion Writing Skills (A)	<p>CCSS.ELA-Literacy.W.4.1b</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Provide reasons that are supported by facts and details.</p>
8	Quilting Bee	9	Opinion Writing Skills (A)	<p>CCSS.ELA-Literacy.W.4.1c</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>
8	Quilting Bee	9	Opinion Writing Skills (A)	<p>CCSS.ELA-Literacy.W.4.1d</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Provide a concluding statement or section related to the opinion presented.</p>
8	Quilting Bee	9	Opinion Writing Skills (A)	<p>CCSS.ELA-Literacy.W.4.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
8	Quilting Bee	10	Opinion Writing Skills (B)	<p>CCSS.ELA-Literacy.L.4.1g</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Correctly use frequently confused words (e.g., to, too, two; there, their).</p>
8	Quilting Bee	10	Opinion Writing Skills (B)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
8	Quilting Bee	10	Opinion Writing Skills (B)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
8	Quilting Bee	10	Opinion Writing Skills (B)	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
8	Quilting Bee	10	Opinion Writing Skills (B)	<p>CCSS.ELA-Literacy.W.4.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p>

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8	Quilting Bee	10	Opinion Writing Skills (B)	<p>CCSS.ELA-Literacy.W.4.1a</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p>
8	Quilting Bee	10	Opinion Writing Skills (B)	<p>CCSS.ELA-Literacy.W.4.1b</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Provide reasons that are supported by facts and details.</p>
8	Quilting Bee	10	Opinion Writing Skills (B)	<p>CCSS.ELA-Literacy.W.4.1c</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>
8	Quilting Bee	10	Opinion Writing Skills (B)	<p>CCSS.ELA-Literacy.W.4.1d</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Provide a concluding statement or section related to the opinion presented.</p>
8	Quilting Bee	11	Opinion Writing Skills (C)	<p>CCSS.ELA-Literacy.L.4.1c</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p>
8	Quilting Bee	11	Opinion Writing Skills (C)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
8	Quilting Bee	11	Opinion Writing Skills (C)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
8	Quilting Bee	11	Opinion Writing Skills (C)	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
8	Quilting Bee	11	Opinion Writing Skills (C)	<p>CCSS.ELA-Literacy.W.4.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p>
8	Quilting Bee	11	Opinion Writing Skills (C)	<p>CCSS.ELA-Literacy.W.4.1a</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p>
8	Quilting Bee	11	Opinion Writing Skills (C)	<p>CCSS.ELA-Literacy.W.4.1b</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Provide reasons that are supported by facts and details.</p>

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8	Quilting Bee	11	Opinion Writing Skills (C) CCSS.ELA-Literacy.W.4.1c	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
8	Quilting Bee	11	Opinion Writing Skills (C) CCSS.ELA-Literacy.W.4.1d	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide a concluding statement or section related to the opinion presented.
8	Quilting Bee	12	Opinion Writing Skills Wrap-Up CCSS.ELA-Literacy.L.4.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
8	Quilting Bee	12	Opinion Writing Skills Wrap-Up CCSS.ELA-Literacy.L.4.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use prepositional phrases.
8	Quilting Bee	12	Opinion Writing Skills Wrap-Up CCSS.ELA-Literacy.L.4.1g	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., to, too, two; there, their).
8	Quilting Bee	12	Opinion Writing Skills Wrap-Up CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
8	Quilting Bee	12	Opinion Writing Skills Wrap-Up CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
8	Quilting Bee	12	Opinion Writing Skills Wrap-Up CCSS.ELA-Literacy.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information
8	Quilting Bee	12	Opinion Writing Skills Wrap-Up CCSS.ELA-Literacy.W.4.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
8	Quilting Bee	12	Opinion Writing Skills Wrap-Up CCSS.ELA-Literacy.W.4.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide reasons that are supported by facts and details.
8	Quilting Bee	12	Opinion Writing Skills Wrap-Up CCSS.ELA-Literacy.W.4.1c	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

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8	Quilting Bee	12	Opinion Writing Skills Wrap-Up CCSS.ELA-Literacy.W.4.1d	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide a concluding statement or section related to the opinion presented.
8	Quilting Bee	13	Big Ideas: Mini-Project CCSS.ELA-Literacy.L.4.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
8	Quilting Bee	13	Big Ideas: Mini-Project CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
8	Quilting Bee	13	Big Ideas: Mini-Project CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
8	Quilting Bee	13	Big Ideas: Mini-Project CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
8	Quilting Bee	13	Big Ideas: Mini-Project CCSS.ELA-Literacy.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
8	Quilting Bee	13	Big Ideas: Mini-Project CCSS.ELA-Literacy.RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
8	Quilting Bee	13	Big Ideas: Mini-Project CCSS.ELA-Literacy.RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
9	Choice Reading Project	1	Choice Reading Project (A) CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Choice Reading Project	1	Choice Reading Project (A) CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Choice Reading Project	1	Choice Reading Project (A) CCSS.ELA-Literacy.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
9	Choice Reading Project	2	Choice Reading Project (B) CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Choice Reading Project	2	Choice Reading Project (B) CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Choice Reading Project	2	Choice Reading Project (B) CCSS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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9	Choice Reading Project	3	Choice Reading Project (C)	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Choice Reading Project	3	Choice Reading Project (C)	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Choice Reading Project	3	Choice Reading Project (C)	CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
9	Choice Reading Project	4	Choice Reading Project (D)	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Choice Reading Project	4	Choice Reading Project (D)	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Choice Reading Project	4	Choice Reading Project (D)	CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
9	Choice Reading Project	5	Choice Reading Project (E)	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Choice Reading Project	5	Choice Reading Project (E)	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Choice Reading Project	5	Choice Reading Project (E)	CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
9	Choice Reading Project	6	Choice Reading Project (F)	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Choice Reading Project	6	Choice Reading Project (F)	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Choice Reading Project	6	Choice Reading Project (F)	CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
9	Choice Reading Project	7	Choice Reading Project (G)	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Choice Reading Project	7	Choice Reading Project (G)	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Choice Reading Project	7	Choice Reading Project (G)	CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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9	Choice Reading Project	8	Choice Reading Project (H) CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Choice Reading Project	8	Choice Reading Project (H) CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Choice Reading Project	8	Choice Reading Project (H) CCSS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
9	Choice Reading Project	9	Choice Reading Project (I) CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Choice Reading Project	9	Choice Reading Project (I) CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Choice Reading Project	9	Choice Reading Project (I) CCSS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
9	Choice Reading Project	10	Choice Reading Project Wrap-Up CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Choice Reading Project	10	Choice Reading Project Wrap-Up CCSS.ELA-Literacy.RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
9	Choice Reading Project	10	Choice Reading Project Wrap-Up CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Choice Reading Project	10	Choice Reading Project Wrap-Up CCSS.ELA-Literacy.RF.4.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
9	Choice Reading Project	10	Choice Reading Project Wrap-Up CCSS.ELA-Literacy.RF.4.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
9	Choice Reading Project	10	Choice Reading Project Wrap-Up CCSS.ELA-Literacy.W.4.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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9	Choice Reading Project	10	Choice Reading Project Wrap-Up	<p>CCSS.ELA-Literacy.W.4.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>
9	Choice Reading Project	10	Choice Reading Project Wrap-Up	<p>CCSS.ELA-Literacy.W.4.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
9	Choice Reading Project	10	Choice Reading Project Wrap-Up	<p>CCSS.ELA-Literacy.W.4.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
9	Choice Reading Project	10	Choice Reading Project Wrap-Up	<p>CCSS.ELA-Literacy.W.4.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>
9	Choice Reading Project	11	Keyboarding and Your Choice	<p>CCSS.ELA-Literacy.W.4.6</p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>
9	Choice Reading Project	12	Latin Affixes	<p>CCSS.ELA-Literacy.L.3.4b</p> <p>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>
9	Choice Reading Project	12	Latin Affixes	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
9	Choice Reading Project	12	Latin Affixes	<p>CCSS.ELA-Literacy.L.4.4b</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
9	Choice Reading Project	12	Latin Affixes	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
9	Choice Reading Project	12	Latin Affixes	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
9	Choice Reading Project	12	Latin Affixes	<p>CCSS.ELA-Literacy.W.4.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
9	Choice Reading Project	13	Opinion Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.L.3.1a</p> <p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>

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9	Choice Reading Project	13	Opinion Writing: Prewriting (A) CCSS.ELA-Literacy.L.4.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
9	Choice Reading Project	13	Opinion Writing: Prewriting (A) CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Choice Reading Project	13	Opinion Writing: Prewriting (A) CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Choice Reading Project	13	Opinion Writing: Prewriting (A) CCSS.ELA-Literacy.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information
9	Choice Reading Project	13	Opinion Writing: Prewriting (A) CCSS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
9	Choice Reading Project	13	Opinion Writing: Prewriting (A) CCSS.ELA-Literacy.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
9	Choice Reading Project	14	Opinion Writing: Prewriting (B) CCSS.ELA-Literacy.L.4.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
9	Choice Reading Project	14	Opinion Writing: Prewriting (B) CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Choice Reading Project	14	Opinion Writing: Prewriting (B) CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Choice Reading Project	14	Opinion Writing: Prewriting (B) CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
9	Choice Reading Project	14	Opinion Writing: Prewriting (B) CCSS.ELA-Literacy.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information
9	Choice Reading Project	14	Opinion Writing: Prewriting (B) CCSS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
9	Choice Reading Project	14	Opinion Writing: Prewriting (B) CCSS.ELA-Literacy.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
9	Choice Reading Project	14	Opinion Writing: Prewriting (B) CCSS.ELA-Literacy.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
9	Choice Reading Project	14	Opinion Writing: Prewriting (B) CCSS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
9	Choice Reading Project	14	Opinion Writing: Prewriting (B) CCSS.ELA-Literacy.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

9	Choice Reading Project	15	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
9	Choice Reading Project	15	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.L.4.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
9	Choice Reading Project	15	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.L.4.1g	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., to, too, two; there, their).
9	Choice Reading Project	15	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Choice Reading Project	15	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Choice Reading Project	15	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
9	Choice Reading Project	15	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information
9	Choice Reading Project	15	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.W.4.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
9	Choice Reading Project	15	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
9	Choice Reading Project	15	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
9	Choice Reading Project	15	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
9	Choice Reading Project	15	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
9	Choice Reading Project	16	Opinion Writing: Drafting (A)	CCSS.ELA-Literacy.L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
9	Choice Reading Project	16	Opinion Writing: Drafting (A)	CCSS.ELA-Literacy.L.4.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

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9	Choice Reading Project	16	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.L.4.1g</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Correctly use frequently confused words (e.g., to, too, two; there, their).</p>
9	Choice Reading Project	16	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
9	Choice Reading Project	16	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
9	Choice Reading Project	16	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
9	Choice Reading Project	16	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.4.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p>
9	Choice Reading Project	16	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.4.1a</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p>
9	Choice Reading Project	16	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.4.1b</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Provide reasons that are supported by facts and details.</p>
9	Choice Reading Project	16	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.4.1c</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>
9	Choice Reading Project	16	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.4.1d</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Provide a concluding statement or section related to the opinion presented.</p>
9	Choice Reading Project	16	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.4.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
9	Choice Reading Project	16	Opinion Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.4.7</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
9	Choice Reading Project	17	Opinion Writing: Drafting (B)	<p>CCSS.ELA-Literacy.L.4.1a</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p>

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9	Choice Reading Project	17	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Choice Reading Project	17	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Choice Reading Project	17	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information
9	Choice Reading Project	17	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.W.4.1a Write opinion pieces on topics or texts, supporting a point of view with reasons and information Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
9	Choice Reading Project	17	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.W.4.1b Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide reasons that are supported by facts and details.
9	Choice Reading Project	17	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.W.4.1c Write opinion pieces on topics or texts, supporting a point of view with reasons and information Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
9	Choice Reading Project	17	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.W.4.1d Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide a concluding statement or section related to the opinion presented.
9	Choice Reading Project	17	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
9	Choice Reading Project	17	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
9	Choice Reading Project	18	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.L.4.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
9	Choice Reading Project	18	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.L.4.5b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.
9	Choice Reading Project	18	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
9	Choice Reading Project	18	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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9	Choice Reading Project	18	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
9	Choice Reading Project	18	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
9	Choice Reading Project	18	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
9	Choice Reading Project	18	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
9	Choice Reading Project	18	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
9	Choice Reading Project	18	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.W.4.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
9	Choice Reading Project	18	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.W.4.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
10	Men and Women of Character	1	Pink and Say	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
10	Men and Women of Character	1	Pink and Say	CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
10	Men and Women of Character	1	Pink and Say	CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
10	Men and Women of Character	1	Pink and Say	CCSS.ELA-Literacy.L.4.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
10	Men and Women of Character	1	Pink and Say	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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10	Men and Women of Character	1	Pink and Say	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10	Men and Women of Character	1	Pink and Say	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10	Men and Women of Character	1	Pink and Say	CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
10	Men and Women of Character	2	Pink and Say Wrap-Up	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
10	Men and Women of Character	2	Pink and Say Wrap-Up	CCSS.ELA-Literacy.RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
10	Men and Women of Character	2	Pink and Say Wrap-Up	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Men and Women of Character	2	Pink and Say Wrap-Up	CCSS.ELA-Literacy.RF.4.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
10	Men and Women of Character	2	Pink and Say Wrap-Up	CCSS.ELA-Literacy.RF.4.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
10	Men and Women of Character	2	Pink and Say Wrap-Up	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
10	Men and Women of Character	2	Pink and Say Wrap-Up	CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
10	Men and Women of Character	3	"Ibrahim"	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
10	Men and Women of Character	3	"Ibrahim"	CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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10	Men and Women of Character	3	"Ibrahim"	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
10	Men and Women of Character	3	"Ibrahim"	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
10	Men and Women of Character	3	"Ibrahim"	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
10	Men and Women of Character	3	"Ibrahim"	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
10	Men and Women of Character	3	"Ibrahim"	<p>CCSS.ELA-Literacy.RL.4.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>
10	Men and Women of Character	4	"Ibrahim" Wrap-Up	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
10	Men and Women of Character	4	"Ibrahim" Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
10	Men and Women of Character	4	"Ibrahim" Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
10	Men and Women of Character	4	"Ibrahim" Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
10	Men and Women of Character	4	"Ibrahim" Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
10	Men and Women of Character	4	"Ibrahim" Wrap-Up	<p>CCSS.ELA-Literacy.RL.4.2</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>
10	Men and Women of Character	4	"Ibrahim" Wrap-Up	<p>CCSS.ELA-Literacy.RL.4.3</p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>

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10	Men and Women of Character	5	Baseball Saved Us	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
10	Men and Women of Character	5	Baseball Saved Us	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
10	Men and Women of Character	5	Baseball Saved Us	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
10	Men and Women of Character	5	Baseball Saved Us	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
10	Men and Women of Character	5	Baseball Saved Us	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
10	Men and Women of Character	5	Baseball Saved Us	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
10	Men and Women of Character	5	Baseball Saved Us	<p>CCSS.ELA-Literacy.RL.4.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</p>
10	Men and Women of Character	6	Baseball Saved Us Wrap-Up	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
10	Men and Women of Character	6	Baseball Saved Us Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
10	Men and Women of Character	6	Baseball Saved Us Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
10	Men and Women of Character	6	Baseball Saved Us Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>

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10	Men and Women of Character	6	Baseball Saved Us Wrap-Up	CCSS.ELA-Literacy.RF.4.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
10	Men and Women of Character	6	Baseball Saved Us Wrap-Up	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
10	Men and Women of Character	6	Baseball Saved Us Wrap-Up	CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
10	Men and Women of Character	7	Opinion Writing: Revising	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Men and Women of Character	7	Opinion Writing: Revising	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10	Men and Women of Character	7	Opinion Writing: Revising	CCSS.ELA-Literacy.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information
10	Men and Women of Character	7	Opinion Writing: Revising	CCSS.ELA-Literacy.W.4.1d	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide a concluding statement or section related to the opinion presented.
10	Men and Women of Character	7	Opinion Writing: Revising	CCSS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
10	Men and Women of Character	7	Opinion Writing: Revising	CCSS.ELA-Literacy.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
10	Men and Women of Character	7	Opinion Writing: Revising	CCSS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
10	Men and Women of Character	8	Opinion Writing: Proofreading	CCSS.ELA-Literacy.L.4.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
10	Men and Women of Character	8	Opinion Writing: Proofreading	CCSS.ELA-Literacy.L.4.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use prepositional phrases.
10	Men and Women of Character	8	Opinion Writing: Proofreading	CCSS.ELA-Literacy.L.4.1g	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., to, too, two; there, their).
10	Men and Women of Character	8	Opinion Writing: Proofreading	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Men and Women of Character	8	Opinion Writing: Proofreading	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10	Men and Women of Character	8	Opinion Writing: Proofreading	CCSS.ELA-Literacy.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information

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10	Men and Women of Character	8	Opinion Writing: Proofreading	CCSS.ELA-Literacy.W.4.1d Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide a concluding statement or section related to the opinion presented.
10	Men and Women of Character	8	Opinion Writing: Proofreading	CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
10	Men and Women of Character	8	Opinion Writing: Proofreading	CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
10	Men and Women of Character	8	Opinion Writing: Proofreading	CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
10	Men and Women of Character	9	Opinion Writing: Publishing	CCSS.ELA-Literacy.L.4.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
10	Men and Women of Character	9	Opinion Writing: Publishing	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Men and Women of Character	9	Opinion Writing: Publishing	CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10	Men and Women of Character	9	Opinion Writing: Publishing	CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information
10	Men and Women of Character	9	Opinion Writing: Publishing	CCSS.ELA-Literacy.W.4.1a Write opinion pieces on topics or texts, supporting a point of view with reasons and information Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
10	Men and Women of Character	9	Opinion Writing: Publishing	CCSS.ELA-Literacy.W.4.1b Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide reasons that are supported by facts and details.
10	Men and Women of Character	9	Opinion Writing: Publishing	CCSS.ELA-Literacy.W.4.1c Write opinion pieces on topics or texts, supporting a point of view with reasons and information Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
10	Men and Women of Character	9	Opinion Writing: Publishing	CCSS.ELA-Literacy.W.4.1d Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide a concluding statement or section related to the opinion presented.
10	Men and Women of Character	9	Opinion Writing: Publishing	CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
10	Men and Women of Character	9	Opinion Writing: Publishing	CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

10	Men and Women of Character	9	Opinion Writing: Publishing Attachment 28 - ACAD	CCSS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
10	Men and Women of Character	10	Greek Roots	CCSS.ELA-Literacy.L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
10	Men and Women of Character	10	Greek Roots	CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
10	Men and Women of Character	10	Greek Roots	CCSS.ELA-Literacy.L.4.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
10	Men and Women of Character	10	Greek Roots	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Men and Women of Character	10	Greek Roots	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10	Men and Women of Character	10	Greek Roots	CCSS.ELA-Literacy.W.4.10	Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
10	Men and Women of Character	11	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
10	Men and Women of Character	12	"Maria Gonzalez, Modern Hero"	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
10	Men and Women of Character	12	"Maria Gonzalez, Modern Hero"	CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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10	Men and Women of Character	12	"Maria Gonzalez, Modern Hero"	CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
10	Men and Women of Character	12	"Maria Gonzalez, Modern Hero"	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Men and Women of Character	12	"Maria Gonzalez, Modern Hero"	CCSS.ELA-Literacy.RF.4.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
10	Men and Women of Character	12	"Maria Gonzalez, Modern Hero"	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10	Men and Women of Character	12	"Maria Gonzalez, Modern Hero"	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10	Men and Women of Character	12	"Maria Gonzalez, Modern Hero"	CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
10	Men and Women of Character	13	"Maria Gonzalez, Modern Hero" Wrap-Up	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
10	Men and Women of Character	13	"Maria Gonzalez, Modern Hero" Wrap-Up	CCSS.ELA-Literacy.RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
10	Men and Women of Character	13	"Maria Gonzalez, Modern Hero" Wrap-Up	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Men and Women of Character	13	"Maria Gonzalez, Modern Hero" Wrap-Up	CCSS.ELA-Literacy.RF.4.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
10	Men and Women of Character	13	"Maria Gonzalez, Modern Hero" Wrap-Up	CCSS.ELA-Literacy.RF.4.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
10	Men and Women of Character	13	"Maria Gonzalez, Modern Hero" Wrap-Up	CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

10	Men and Women of Character	13	"Maria Gonzalez, Modern Hero" Wrap-Up	CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
10	Men and Women of Character	14	"Grace"	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
10	Men and Women of Character	14	"Grace"	CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
10	Men and Women of Character	14	"Grace"	CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
10	Men and Women of Character	14	"Grace"	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Men and Women of Character	14	"Grace"	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10	Men and Women of Character	14	"Grace"	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
10	Men and Women of Character	14	"Grace"	CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
10	Men and Women of Character	15	"Grace" Wrap-Up	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
10	Men and Women of Character	15	"Grace" Wrap-Up	CCSS.ELA-Literacy.RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
10	Men and Women of Character	15	"Grace" Wrap-Up	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Men and Women of Character	15	"Grace" Wrap-Up	CCSS.ELA-Literacy.RF.4.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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10	Men and Women of Character	15	"Grace" Wrap-Up	CCSS.ELA-Literacy.RF.4.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
10	Men and Women of Character	15	"Grace" Wrap-Up	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
10	Men and Women of Character	15	"Grace" Wrap-Up	CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
10	Men and Women of Character	16	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.4.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
10	Men and Women of Character	16	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.4.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
10	Men and Women of Character	16	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.4.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
10	Men and Women of Character	16	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
10	Men and Women of Character	16	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
10	Men and Women of Character	16	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
10	Men and Women of Character	16	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
10	Men and Women of Character	16	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information
10	Men and Women of Character	16	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
10	Men and Women of Character	16	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide reasons that are supported by facts and details.

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10	Men and Women of Character	16	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.1c Write opinion pieces on topics or texts, supporting a point of view with reasons and information Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
10	Men and Women of Character	16	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.1d Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide a concluding statement or section related to the opinion presented.
10	Men and Women of Character	16	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
10	Men and Women of Character	16	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
10	Men and Women of Character	16	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
11	Healthy and Safe	1	Presentation Skills (A)	CCSS.ELA-Literacy.L.2.3a Compare formal and informal uses of English.
11	Healthy and Safe	1	Presentation Skills (A)	CCSS.ELA-Literacy.L.4.3c Use knowledge of language and its conventions when writing, speaking, reading, or listening. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
11	Healthy and Safe	1	Presentation Skills (A)	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Healthy and Safe	1	Presentation Skills (A)	CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
11	Healthy and Safe	1	Presentation Skills (A)	CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
11	Healthy and Safe	1	Presentation Skills (A)	CCSS.ELA-Literacy.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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11	Healthy and Safe	2	Presentation Skills (B)	<p>CCSS.ELA-Literacy.L.4.3c</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
11	Healthy and Safe	2	Presentation Skills (B)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
11	Healthy and Safe	2	Presentation Skills (B)	<p>CCSS.ELA-Literacy.SL.4.4</p> <p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
11	Healthy and Safe	3	Presentation Skills Wrap-Up	<p>CCSS.ELA-Literacy.L.4.3c</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
11	Healthy and Safe	3	Presentation Skills Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
11	Healthy and Safe	3	Presentation Skills Wrap-Up	<p>CCSS.ELA-Literacy.SL.4.4</p> <p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
11	Healthy and Safe	3	Presentation Skills Wrap-Up	<p>CCSS.ELA-Literacy.SL.4.6</p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>
11	Healthy and Safe	4	"Why Kids Should Eat Healthy and Exercise"	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
11	Healthy and Safe	4	"Why Kids Should Eat Healthy and Exercise"	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
11	Healthy and Safe	4	"Why Kids Should Eat Healthy and Exercise"	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
11	Healthy and Safe	5	"Why Kids Should Eat Healthy and Exercise" Wrap-Up	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>

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11	Healthy and Safe	5	"Why Kids Should Eat Healthy and Exercise" Wrap-Up	CCSS.ELA-Literacy.RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
11	Healthy and Safe	5	"Why Kids Should Eat Healthy and Exercise" Wrap-Up	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Healthy and Safe	5	"Why Kids Should Eat Healthy and Exercise" Wrap-Up	CCSS.ELA-Literacy.RF.4.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
11	Healthy and Safe	5	"Why Kids Should Eat Healthy and Exercise" Wrap-Up	CCSS.ELA-Literacy.RF.4.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
11	Healthy and Safe	6	Staying Safe While Being Active	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
11	Healthy and Safe	6	Staying Safe While Being Active	CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
11	Healthy and Safe	6	Staying Safe While Being Active	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Healthy and Safe	6	Staying Safe While Being Active	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
11	Healthy and Safe	6	Staying Safe While Being Active	CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
11	Healthy and Safe	6	Staying Safe While Being Active	CCSS.ELA-Literacy.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
11	Healthy and Safe	7	Staying Safe While Being Active Wrap-Up	CCSS.ELA-Literacy.RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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11	Healthy and Safe	7	Staying Safe While Being Active Wrap-Up	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Healthy and Safe	7	Staying Safe While Being Active Wrap-Up	CCSS.ELA-Literacy.RF.4.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
11	Healthy and Safe	7	Staying Safe While Being Active Wrap-Up	CCSS.ELA-Literacy.RF.4.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
11	Healthy and Safe	7	Staying Safe While Being Active Wrap-Up	CCSS.ELA-Literacy.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
11	Healthy and Safe	8	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
11	Healthy and Safe	9	Keeping Safe from Rabies	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
11	Healthy and Safe	9	Keeping Safe from Rabies	CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
11	Healthy and Safe	9	Keeping Safe from Rabies	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Healthy and Safe	9	Keeping Safe from Rabies	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
11	Healthy and Safe	9	Keeping Safe from Rabies	CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
11	Healthy and Safe	9	Keeping Safe from Rabies	CCSS.ELA-Literacy.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
11	Healthy and Safe	10	Keeping Safe from Rabies Wrap-Up	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

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11	Healthy and Safe	10	Keeping Safe from Rabies Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
11	Healthy and Safe	10	Keeping Safe from Rabies Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
11	Healthy and Safe	10	Keeping Safe from Rabies Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
11	Healthy and Safe	10	Keeping Safe from Rabies Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
11	Healthy and Safe	10	Keeping Safe from Rabies Wrap-Up	<p>CCSS.ELA-Literacy.RI.4.7</p> <p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>
11	Healthy and Safe	11	Elizabeth Blackwell	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
11	Healthy and Safe	11	Elizabeth Blackwell	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
11	Healthy and Safe	11	Elizabeth Blackwell	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
11	Healthy and Safe	11	Elizabeth Blackwell	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
11	Healthy and Safe	11	Elizabeth Blackwell	<p>CCSS.ELA-Literacy.RI.4.4</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>
11	Healthy and Safe	11	Elizabeth Blackwell	<p>CCSS.ELA-Literacy.RI.4.6</p> <p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>
11	Healthy and Safe	11	Elizabeth Blackwell	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
11	Healthy and Safe	11	Elizabeth Blackwell	<p>CCSS.ELA-Literacy.W.4.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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11	Healthy and Safe	12	Elizabeth Blackwell Wrap-Up	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
11	Healthy and Safe	12	Elizabeth Blackwell Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
11	Healthy and Safe	12	Elizabeth Blackwell Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
11	Healthy and Safe	12	Elizabeth Blackwell Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
11	Healthy and Safe	12	Elizabeth Blackwell Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
11	Healthy and Safe	12	Elizabeth Blackwell Wrap-Up	<p>CCSS.ELA-Literacy.RI.4.6</p> <p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>
11	Healthy and Safe	12	Elizabeth Blackwell Wrap-Up	<p>CCSS.ELA-Literacy.W.4.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
11	Healthy and Safe	13	"Louis Pasteur: Battle with Death"	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
11	Healthy and Safe	13	"Louis Pasteur: Battle with Death"	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
11	Healthy and Safe	13	"Louis Pasteur: Battle with Death"	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
11	Healthy and Safe	13	"Louis Pasteur: Battle with Death"	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
11	Healthy and Safe	13	"Louis Pasteur: Battle with Death"	<p>CCSS.ELA-Literacy.RI.4.2</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>

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11	Healthy and Safe	13	"Louis Pasteur: Battle with Death"	CCSS.ELA-Literacy.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
11	Healthy and Safe	13	"Louis Pasteur: Battle with Death"	CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
11	Healthy and Safe	14	"Louis Pasteur: Battle with Death" Wrap-Up	CCSS.ELA-Literacy.RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
11	Healthy and Safe	14	"Louis Pasteur: Battle with Death" Wrap-Up	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Healthy and Safe	14	"Louis Pasteur: Battle with Death" Wrap-Up	CCSS.ELA-Literacy.RF.4.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
11	Healthy and Safe	14	"Louis Pasteur: Battle with Death" Wrap-Up	CCSS.ELA-Literacy.RF.4.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
11	Healthy and Safe	14	"Louis Pasteur: Battle with Death" Wrap-Up	CCSS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
11	Healthy and Safe	14	"Louis Pasteur: Battle with Death" Wrap-Up	CCSS.ELA-Literacy.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
11	Healthy and Safe	15	Greek Affixes	CCSS.ELA-Literacy.L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
11	Healthy and Safe	15	Greek Affixes	CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
11	Healthy and Safe	15	Greek Affixes	CCSS.ELA-Literacy.L.4.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
11	Healthy and Safe	15	Greek Affixes	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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11	Healthy and Safe	15	Greek Affixes	<p>CCSS.ELA-Literacy.W.4.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
11	Healthy and Safe	16	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.L.4.4b</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
11	Healthy and Safe	16	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RI.4.2</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
11	Healthy and Safe	16	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RI.4.7</p> <p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>
11	Healthy and Safe	16	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RL.4.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>
11	Healthy and Safe	16	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.W.4.9a</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p>
11	Healthy and Safe	16	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.W.4.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>
12	Underwater Adventures	1	Marine Biology Words	<p>CCSS.ELA-Literacy.L.3.4c</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>
12	Underwater Adventures	1	Marine Biology Words	<p>CCSS.ELA-Literacy.L.4.4b</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
12	Underwater Adventures	1	Marine Biology Words	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>

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12	Underwater Adventures	1	Marine Biology Words	<p>CCSS.ELA-Literacy.W.4.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
12	Underwater Adventures	2	Presentation: Digital Tools	<p>CCSS.ELA-Literacy.L.3.3a</p> <p>Choose words and phrases for effect.</p>
12	Underwater Adventures	2	Presentation: Digital Tools	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
12	Underwater Adventures	2	Presentation: Digital Tools	<p>CCSS.ELA-Literacy.L.4.3a</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose words and phrases to convey ideas precisely.</p>
12	Underwater Adventures	2	Presentation: Digital Tools	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
12	Underwater Adventures	2	Presentation: Digital Tools	<p>CCSS.ELA-Literacy.SL.4.5</p> <p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
12	Underwater Adventures	2	Presentation: Digital Tools	<p>CCSS.ELA-Literacy.W.4.6</p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>
12	Underwater Adventures	3	Presentation: Planning	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
12	Underwater Adventures	3	Presentation: Planning	<p>CCSS.ELA-Literacy.L.4.3b</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose punctuation for effect.</p>
12	Underwater Adventures	3	Presentation: Planning	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
12	Underwater Adventures	3	Presentation: Planning	<p>CCSS.ELA-Literacy.SL.4.3</p> <p>Identify the reasons and evidence a speaker provides to support particular points.</p>
12	Underwater Adventures	3	Presentation: Planning	<p>CCSS.ELA-Literacy.SL.4.4</p> <p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

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12	Underwater Adventures	3	Presentation: Planning	CCSS.ELA-Literacy.W.4.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
12	Underwater Adventures	3	Presentation: Planning	CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
12	Underwater Adventures	3	Presentation: Planning	CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
12	Underwater Adventures	4	Presentation: Research	CCSS.ELA-Literacy.L.3.3a Choose words and phrases for effect.
12	Underwater Adventures	4	Presentation: Research	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
12	Underwater Adventures	4	Presentation: Research	CCSS.ELA-Literacy.L.4.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
12	Underwater Adventures	4	Presentation: Research	CCSS.ELA-Literacy.L.4.3b Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect.
12	Underwater Adventures	4	Presentation: Research	CCSS.ELA-Literacy.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
12	Underwater Adventures	4	Presentation: Research	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	Underwater Adventures	4	Presentation: Research	CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
12	Underwater Adventures	4	Presentation: Research	CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
12	Underwater Adventures	4	Presentation: Research	CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
12	Underwater Adventures	4	Presentation: Research	CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
12	Underwater Adventures	5	Presentation: Drafting (A)	CCSS.ELA-Literacy.L.3.3a Choose words and phrases for effect.

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12	Underwater Adventures	5	Presentation: Drafting (A) CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
12	Underwater Adventures	5	Presentation: Drafting (A) CCSS.ELA-Literacy.L.4.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
12	Underwater Adventures	5	Presentation: Drafting (A) CCSS.ELA-Literacy.L.4.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect.
12	Underwater Adventures	5	Presentation: Drafting (A) CCSS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
12	Underwater Adventures	5	Presentation: Drafting (A) CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	Underwater Adventures	5	Presentation: Drafting (A) CCSS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
12	Underwater Adventures	5	Presentation: Drafting (A) CCSS.ELA-Literacy.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
12	Underwater Adventures	5	Presentation: Drafting (A) CCSS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
12	Underwater Adventures	5	Presentation: Drafting (A) CCSS.ELA-Literacy.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
12	Underwater Adventures	6	Presentation: Drafting (B) CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
12	Underwater Adventures	6	Presentation: Drafting (B) CCSS.ELA-Literacy.L.4.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
12	Underwater Adventures	6	Presentation: Drafting (B) CCSS.ELA-Literacy.L.4.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect.
12	Underwater Adventures	6	Presentation: Drafting (B) CCSS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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12	Underwater Adventures	6	Presentation: Drafting (B)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
12	Underwater Adventures	6	Presentation: Drafting (B)	<p>CCSS.ELA-Literacy.SL.4.4</p> <p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
12	Underwater Adventures	6	Presentation: Drafting (B)	<p>CCSS.ELA-Literacy.SL.4.5</p> <p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
12	Underwater Adventures	6	Presentation: Drafting (B)	<p>CCSS.ELA-Literacy.W.4.7</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
12	Underwater Adventures	6	Presentation: Drafting (B)	<p>CCSS.ELA-Literacy.W.4.8</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
12	Underwater Adventures	7	Keyboarding and Your Choice	<p>CCSS.ELA-Literacy.W.4.6</p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>
12	Underwater Adventures	8	Coral Reefs (A)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
12	Underwater Adventures	8	Coral Reefs (A)	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
12	Underwater Adventures	8	Coral Reefs (A)	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
12	Underwater Adventures	8	Coral Reefs (A)	<p>CCSS.ELA-Literacy.L.4.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
12	Underwater Adventures	8	Coral Reefs (A)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
12	Underwater Adventures	8	Coral Reefs (A)	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
12	Underwater Adventures	8	Coral Reefs (A)	<p>CCSS.ELA-Literacy.RI.4.4</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>

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12	Underwater Adventures	9	Coral Reefs (B)	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
12	Underwater Adventures	9	Coral Reefs (B)	CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
12	Underwater Adventures	9	Coral Reefs (B)	CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
12	Underwater Adventures	9	Coral Reefs (B)	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	Underwater Adventures	9	Coral Reefs (B)	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
12	Underwater Adventures	9	Coral Reefs (B)	CCSS.ELA-Literacy.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
12	Underwater Adventures	9	Coral Reefs (B)	CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
12	Underwater Adventures	9	Coral Reefs (B)	CCSS.ELA-Literacy.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
12	Underwater Adventures	10	Coral Reefs (C)	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
12	Underwater Adventures	10	Coral Reefs (C)	CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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12	Underwater Adventures	10	Coral Reefs (C)	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
12	Underwater Adventures	10	Coral Reefs (C)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
12	Underwater Adventures	10	Coral Reefs (C)	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
12	Underwater Adventures	10	Coral Reefs (C)	<p>CCSS.ELA-Literacy.RI.4.4</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>
12	Underwater Adventures	10	Coral Reefs (C)	<p>CCSS.ELA-Literacy.RI.4.9</p> <p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
12	Underwater Adventures	11	Coral Reefs (D)	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
12	Underwater Adventures	11	Coral Reefs (D)	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
12	Underwater Adventures	11	Coral Reefs (D)	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
12	Underwater Adventures	11	Coral Reefs (D)	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
12	Underwater Adventures	11	Coral Reefs (D)	<p>CCSS.ELA-Literacy.RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
12	Underwater Adventures	11	Coral Reefs (D)	<p>CCSS.ELA-Literacy.RI.4.3</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>
12	Underwater Adventures	11	Coral Reefs (D)	<p>CCSS.ELA-Literacy.RI.4.4</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>

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12	Underwater Adventures	12	Coral Reefs Wrap-Up	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
12	Underwater Adventures	12	Coral Reefs Wrap-Up	<p>CCSS.ELA-Literacy.L.4.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
12	Underwater Adventures	12	Coral Reefs Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
12	Underwater Adventures	12	Coral Reefs Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
12	Underwater Adventures	12	Coral Reefs Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
12	Underwater Adventures	12	Coral Reefs Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
12	Underwater Adventures	12	Coral Reefs Wrap-Up	<p>CCSS.ELA-Literacy.RI.4.9</p> <p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
12	Underwater Adventures	13	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
12	Underwater Adventures	13	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.L.4.4b</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
12	Underwater Adventures	13	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.L.4.5b</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p>

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12	Underwater Adventures	13	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.L.4.5c</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
12	Underwater Adventures	13	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
12	Underwater Adventures	13	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.4.2</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
12	Underwater Adventures	13	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.4.4</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>
12	Underwater Adventures	13	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.4.9</p> <p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
12	Underwater Adventures	13	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.W.4.9a</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p>
12	Underwater Adventures	13	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.W.4.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>
13	Life Choices	1	Presentation: Revising	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
13	Life Choices	1	Presentation: Revising	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
13	Life Choices	1	Presentation: Revising	<p>CCSS.ELA-Literacy.SL.4.4</p> <p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
13	Life Choices	1	Presentation: Revising	<p>CCSS.ELA-Literacy.W.4.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
13	Life Choices	1	Presentation: Revising	<p>CCSS.ELA-Literacy.W.4.7</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
13	Life Choices	2	Presentation: Proofreading	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
13	Life Choices	2	Presentation: Proofreading	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
13	Life Choices	2	Presentation: Proofreading	<p>CCSS.ELA-Literacy.SL.4.4</p> <p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

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13	Life Choices	2	Presentation: Proofreading	CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
13	Life Choices	2	Presentation: Proofreading	CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
13	Life Choices	2	Presentation: Proofreading	CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
13	Life Choices	2	Presentation: Proofreading	CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
13	Life Choices	3	Presentation: Publishing	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	Life Choices	3	Presentation: Publishing	CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
13	Life Choices	3	Presentation: Publishing	CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
13	Life Choices	3	Presentation: Publishing	CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
13	Life Choices	3	Presentation: Publishing	CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
13	Life Choices	3	Presentation: Publishing	CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
13	Life Choices	4	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
13	Life Choices	5	"Tayo's Wishes"	CCSS.ELA-Literacy.L.4.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
13	Life Choices	5	"Tayo's Wishes"	CCSS.ELA-Literacy.L.4.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
13	Life Choices	5	"Tayo's Wishes"	CCSS.ELA-Literacy.L.4.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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13	Life Choices	5	"Tayo's Wishes"	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	Life Choices	5	"Tayo's Wishes"	CCSS.ELA-Literacy.RF.4.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
13	Life Choices	5	"Tayo's Wishes"	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
13	Life Choices	5	"Tayo's Wishes"	CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
13	Life Choices	5	"Tayo's Wishes"	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
13	Life Choices	5	"Tayo's Wishes"	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
13	Life Choices	5	"Tayo's Wishes"	CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
13	Life Choices	5	"Tayo's Wishes"	CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
13	Life Choices	6	"Tayo's Wishes" Wrap-Up	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
13	Life Choices	6	"Tayo's Wishes" Wrap-Up	CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
13	Life Choices	6	"Tayo's Wishes" Wrap-Up	CCSS.ELA-Literacy.RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
13	Life Choices	6	"Tayo's Wishes" Wrap-Up	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	Life Choices	6	"Tayo's Wishes" Wrap-Up	CCSS.ELA-Literacy.RF.4.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

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13	Life Choices	6	"Tayo's Wishes" Wrap-Up	CCSS.ELA-Literacy.RF.4.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
13	Life Choices	6	"Tayo's Wishes" Wrap-Up	CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
13	Life Choices	6	"Tayo's Wishes" Wrap-Up	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
13	Life Choices	6	"Tayo's Wishes" Wrap-Up	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
13	Life Choices	6	"Tayo's Wishes" Wrap-Up	CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
13	Life Choices	7	"The Green Glass Ball"	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
13	Life Choices	7	"The Green Glass Ball"	CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
13	Life Choices	7	"The Green Glass Ball"	CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
13	Life Choices	7	"The Green Glass Ball"	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	Life Choices	7	"The Green Glass Ball"	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
13	Life Choices	7	"The Green Glass Ball"	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
13	Life Choices	7	"The Green Glass Ball"	CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
13	Life Choices	7	"The Green Glass Ball"	CCSS.ELA-Literacy.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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13	Life Choices	8	"The Green Glass Ball" Wrap-Up	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
13	Life Choices	8	"The Green Glass Ball" Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
13	Life Choices	8	"The Green Glass Ball" Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
13	Life Choices	8	"The Green Glass Ball" Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
13	Life Choices	8	"The Green Glass Ball" Wrap-Up	<p>CCSS.ELA-Literacy.RF.4.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
13	Life Choices	8	"The Green Glass Ball" Wrap-Up	<p>CCSS.ELA-Literacy.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
13	Life Choices	8	"The Green Glass Ball" Wrap-Up	<p>CCSS.ELA-Literacy.RL.4.5</p> <p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>
13	Life Choices	9	"The Gold Coin"	<p>CCSS.ELA-Literacy.L.4.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
13	Life Choices	9	"The Gold Coin"	<p>CCSS.ELA-Literacy.L.4.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
13	Life Choices	9	"The Gold Coin"	<p>CCSS.ELA-Literacy.L.4.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
13	Life Choices	9	"The Gold Coin"	<p>CCSS.ELA-Literacy.RF.4.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>

13	Life Choices	9	"The Gold Coin" Attachment 28 - ACAD	CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
13	Life Choices	9	"The Gold Coin"	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
13	Life Choices	9	"The Gold Coin"	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
13	Life Choices	9	"The Gold Coin"	CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
13	Life Choices	9	"The Gold Coin"	CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
13	Life Choices	10	"The Gold Coin" Wrap-Up	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
13	Life Choices	10	"The Gold Coin" Wrap-Up	CCSS.ELA-Literacy.RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
13	Life Choices	10	"The Gold Coin" Wrap-Up	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	Life Choices	10	"The Gold Coin" Wrap-Up	CCSS.ELA-Literacy.RF.4.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
13	Life Choices	10	"The Gold Coin" Wrap-Up	CCSS.ELA-Literacy.RF.4.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
13	Life Choices	10	"The Gold Coin" Wrap-Up	CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
13	Life Choices	10	"The Gold Coin" Wrap-Up	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
13	Life Choices	10	"The Gold Coin" Wrap-Up	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
13	Life Choices	10	"The Gold Coin" Wrap-Up	CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
13	Life Choices	10	"The Gold Coin" Wrap-Up	CCSS.ELA-Literacy.RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

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13	Life Choices	11	"The Grateful Stork"	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
13	Life Choices	11	"The Grateful Stork"	CCSS.ELA-Literacy.L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
13	Life Choices	11	"The Grateful Stork"	CCSS.ELA-Literacy.L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
13	Life Choices	11	"The Grateful Stork"	CCSS.ELA-Literacy.RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	Life Choices	11	"The Grateful Stork"	CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
13	Life Choices	11	"The Grateful Stork"	CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
13	Life Choices	11	"The Grateful Stork"	CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
13	Life Choices	11	"The Grateful Stork"	CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
13	Life Choices	11	"The Grateful Stork"	CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
13	Life Choices	11	"The Grateful Stork"	CCSS.ELA-Literacy.RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
13	Life Choices	12	"The Grateful Stork" Wrap-Up	CCSS.ELA-Literacy.L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
13	Life Choices	12	"The Grateful Stork" Wrap-Up	CCSS.ELA-Literacy.RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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13	Life Choices	12	"The Grateful Stork" Wrap-Up	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	Life Choices	12	"The Grateful Stork" Wrap-Up	CCSS.ELA-Literacy.RF.4.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
13	Life Choices	12	"The Grateful Stork" Wrap-Up	CCSS.ELA-Literacy.RF.4.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
13	Life Choices	12	"The Grateful Stork" Wrap-Up	CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
13	Life Choices	12	"The Grateful Stork" Wrap-Up	CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
13	Life Choices	12	"The Grateful Stork" Wrap-Up	CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
13	Life Choices	12	"The Grateful Stork" Wrap-Up	CCSS.ELA-Literacy.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
13	Life Choices	13	Sayings	CCSS.ELA-Literacy.L.4.5b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.
13	Life Choices	13	Sayings	CCSS.ELA-Literacy.RF.4.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	Life Choices	13	Sayings	CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
13	Life Choices	13	Sayings	CCSS.ELA-Literacy.W.4.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
13	Life Choices	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.4.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use prepositional phrases.
13	Life Choices	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.4.1g Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., to, too, two; there, their).

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13	Life Choices	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.4.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
13	Life Choices	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.4.3b Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect.
13	Life Choices	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.4.3c Use knowledge of language and its conventions when writing, speaking, reading, or listening. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
13	Life Choices	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
13	Life Choices	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
13	Life Choices	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
13	Life Choices	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
13	Life Choices	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
13	Life Choices	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
13	Life Choices	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
13	Life Choices	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.4.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
14	End-of-Year Test	1	End-of-Year Test, Part 1	Multiple All assessed standards covered by this point in the course
14	End-of-Year Test	2	End-of-Year Test, Part 2	Multiple All assessed standards covered by this point in the course



Common Core State Standards for English Language Arts: Grade 5
Attachment 28 ACAD
Compared to ELA 5 Summit



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Author Study	1	Author Study (A)	CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
1	Author Study	1	Author Study (A)	CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
1	Author Study	1	Author Study (A)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
1	Author Study	1	Author Study (A)	CCSS.ELA-Literacy.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
1	Author Study	1	Author Study (A)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
1	Author Study	1	Author Study (A)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
1	Author Study	1	Author Study (A)	CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.
1	Author Study	1	Author Study (A)	CCSS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
1	Author Study	2	Author Study (B)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
1	Author Study	2	Author Study (B)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
1	Author Study	2	Author Study (B)	CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
1	Author Study	2	Author Study (B)	CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
1	Author Study	2	Author Study (B)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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1	Author Study	2	Author Study (B)	CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.
1	Author Study	2	Author Study (B)	CCSS.ELA-Literacy.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
1	Author Study	2	Author Study (B)	CCSS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
1	Author Study	3	Author Study (C)	CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
1	Author Study	3	Author Study (C)	CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
1	Author Study	3	Author Study (C)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
1	Author Study	3	Author Study (C)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
1	Author Study	3	Author Study (C)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
1	Author Study	3	Author Study (C)	CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.
1	Author Study	3	Author Study (C)	CCSS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
1	Author Study	4	Author Study (D)	CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
1	Author Study	4	Author Study (D)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
1	Author Study	4	Author Study (D)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
1	Author Study	4	Author Study (D)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

				Attachment 28 - ACAS	
1	Author Study	4	Author Study (D)	CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.
1	Author Study	4	Author Study (D)	CCSS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
1	Author Study	4	Author Study (D)	CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
1	Author Study	4	Author Study (D)	CCSS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
1	Author Study	5	Author Study (E)	CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
1	Author Study	5	Author Study (E)	CCSS.ELA-Literacy.RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
1	Author Study	5	Author Study (E)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
1	Author Study	5	Author Study (E)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
1	Author Study	5	Author Study (E)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
1	Author Study	5	Author Study (E)	CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.
1	Author Study	5	Author Study (E)	CCSS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
1	Author Study	5	Author Study (E)	CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
1	Author Study	5	Author Study (E)	CCSS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
1	Author Study	6	Author Study Wrap-Up	CCSS.ELA-Literacy.RF.5.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
1	Author Study	6	Author Study Wrap-Up	CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Attachment 28 - ACAD				
1	Author Study	6	Author Study Wrap-Up	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
1	Author Study	6	Author Study Wrap-Up	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
1	Author Study	6	Author Study Wrap-Up	CCSS.ELA-Literacy.RF.5.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1	Author Study	6	Author Study Wrap-Up	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
1	Author Study	6	Author Study Wrap-Up	CCSS.ELA-Literacy.RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
1	Author Study	6	Author Study Wrap-Up	CCSS.ELA-Literacy.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.
1	Author Study	6	Author Study Wrap-Up	CCSS.ELA-Literacy.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
1	Author Study	6	Author Study Wrap-Up	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
1	Author Study	6	Author Study Wrap-Up	CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
1	Author Study	6	Author Study Wrap-Up	CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
1	Author Study	6	Author Study Wrap-Up	CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
1	Author Study	7	Context Clues and Word Relationships	CCSS.ELA-Literacy.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
1	Author Study	7	Context Clues and Word Relationships	CCSS.ELA-Literacy.L.5.5c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Attachment 28 - ACAD				
1	Author Study	7	Context Clues and Word Relationships	<p>CCSS.ELA-Literacy.L.5.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>
1	Author Study	7	Context Clues and Word Relationships	<p>CCSS.ELA-Literacy.W.5.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
1	Author Study	7	Context Clues and Word Relationships	<p>CCSS.ELA-Literacy.RF.5.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
1	Author Study	7	Context Clues and Word Relationships	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
1	Author Study	8	Narrative Writing Skills (A)	<p>CCSS.ELA-Literacy.W.5.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
1	Author Study	8	Narrative Writing Skills (A)	<p>CCSS.ELA-Literacy.L.5.1c</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use verb tense to convey various times, sequences, states, and conditions.</p>
1	Author Study	8	Narrative Writing Skills (A)	<p>CCSS.ELA-Literacy.L.5.1b</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p>
1	Author Study	8	Narrative Writing Skills (A)	<p>CCSS.ELA-Literacy.W.5.3c</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>
1	Author Study	8	Narrative Writing Skills (A)	<p>CCSS.ELA-Literacy.W.5.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
1	Author Study	8	Narrative Writing Skills (A)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
1	Author Study	8	Narrative Writing Skills (A)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>

Attachment 28 - ACAD				
1	Author Study	8	Narrative Writing Skills (A)	CCSS.ELA-Literacy.L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
1	Author Study	8	Narrative Writing Skills (A)	CCSS.ELA-Literacy.W.5.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
1	Author Study	8	Narrative Writing Skills (A)	CCSS.ELA-Literacy.W.5.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.
1	Author Study	8	Narrative Writing Skills (A)	CCSS.ELA-Literacy.W.5.3e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.
1	Author Study	9	Narrative Writing Skills (B)	CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
1	Author Study	9	Narrative Writing Skills (B)	CCSS.ELA-Literacy.L.5.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use verb tense to convey various times, sequences, states, and conditions.
1	Author Study	9	Narrative Writing Skills (B)	CCSS.ELA-Literacy.L.5.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
1	Author Study	9	Narrative Writing Skills (B)	CCSS.ELA-Literacy.W.5.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.
1	Author Study	9	Narrative Writing Skills (B)	CCSS.ELA-Literacy.W.5.3c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

Attachment 28 - ACAD				
1	Author Study	9	Narrative Writing Skills (B)	<p>CCSS.ELA-Literacy.W.5.3b</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>
1	Author Study	9	Narrative Writing Skills (B)	<p>CCSS.ELA-Literacy.W.5.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
1	Author Study	9	Narrative Writing Skills (B)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
1	Author Study	9	Narrative Writing Skills (B)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
1	Author Study	9	Narrative Writing Skills (B)	<p>CCSS.ELA-Literacy.W.5.3e</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>
1	Author Study	10	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.W.5.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
1	Author Study	10	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.L.5.1c</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use verb tense to convey various times, sequences, states, and conditions.</p>
1	Author Study	10	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.L.5.1b</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p>
1	Author Study	10	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.W.5.3d</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>

Attachment 28 - ACAD				
1	Author Study	10	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.W.5.3c</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>
1	Author Study	10	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.W.5.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
1	Author Study	10	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
1	Author Study	10	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.W.5.3e</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>
1	Author Study	10	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
1	Author Study	10	Narrative Writing Skills (C)	<p>CCSS.ELA-Literacy.W.5.3b</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>
1	Author Study	11	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.L.5.1c</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use verb tense to convey various times, sequences, states, and conditions.</p>
1	Author Study	11	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.L.5.1b</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p>
1	Author Study	11	Narrative Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.W.5.3d</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>

Attachment 28 - ACAD				
1	Author Study	11	Narrative Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.5.3c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
1	Author Study	11	Narrative Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.5.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
1	Author Study	11	Narrative Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.5.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
1	Author Study	11	Narrative Writing Skills Wrap-Up	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
1	Author Study	11	Narrative Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
1	Author Study	11	Narrative Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.5.3e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.
1	Author Study	11	Narrative Writing Skills Wrap-Up	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
1	Author Study	12	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
1	Author Study	13	Big Ideas: Mini-Project	CCSS.ELA-Literacy.L.5.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Attachment 28 - ACAD				
1	Author Study	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.W.5.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>
1	Author Study	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.W.5.9a</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p>
1	Author Study	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RL.5.3</p> <p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
1	Author Study	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RL.5.2</p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>
1	Author Study	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RL.5.6</p> <p>Describe how a narrator's or speaker's point of view influences how events are described.</p>
1	Author Study	13	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RL.5.7</p> <p>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>
2	Fascinating Tales from History	1	The Mary Celeste (A)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
2	Fascinating Tales from History	1	The Mary Celeste (A)	<p>CCSS.ELA-Literacy.RF.5.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
2	Fascinating Tales from History	1	The Mary Celeste (A)	<p>CCSS.ELA-Literacy.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>
2	Fascinating Tales from History	1	The Mary Celeste (A)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
2	Fascinating Tales from History	1	The Mary Celeste (A)	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

Attachment 28 - ACAD				
2	Fascinating Tales from History	1	The Mary Celeste (A)	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
2	Fascinating Tales from History	1	The Mary Celeste (A)	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
2	Fascinating Tales from History	2	The Mary Celeste (B)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
2	Fascinating Tales from History	2	The Mary Celeste (B)	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
2	Fascinating Tales from History	2	The Mary Celeste (B)	CCSS.ELA-Literacy.L.5.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
2	Fascinating Tales from History	2	The Mary Celeste (B)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Fascinating Tales from History	2	The Mary Celeste (B)	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
2	Fascinating Tales from History	2	The Mary Celeste (B)	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
2	Fascinating Tales from History	2	The Mary Celeste (B)	CCSS.ELA-Literacy.RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
2	Fascinating Tales from History	3	The Mary Celeste (C)	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
2	Fascinating Tales from History	3	The Mary Celeste (C)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
2	Fascinating Tales from History	3	The Mary Celeste (C)	CCSS.ELA-Literacy.L.5.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Attachment 28 - ACAS				
2	Fascinating Tales from History	3	The Mary Celeste (C)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
2	Fascinating Tales from History	3	The Mary Celeste (C)	<p>CCSS.ELA-Literacy.RI.5.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
2	Fascinating Tales from History	3	The Mary Celeste (C)	<p>CCSS.ELA-Literacy.RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
2	Fascinating Tales from History	3	The Mary Celeste (C)	<p>CCSS.ELA-Literacy.RI.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
2	Fascinating Tales from History	3	The Mary Celeste (C)	<p>CCSS.ELA-Literacy.RF.5.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
2	Fascinating Tales from History	4	The Mary Celeste Wrap-Up	<p>CCSS.ELA-Literacy.RF.5.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
2	Fascinating Tales from History	4	The Mary Celeste Wrap-Up	<p>CCSS.ELA-Literacy.RI.5.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
2	Fascinating Tales from History	4	The Mary Celeste Wrap-Up	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
2	Fascinating Tales from History	4	The Mary Celeste Wrap-Up	<p>CCSS.ELA-Literacy.RF.5.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
2	Fascinating Tales from History	4	The Mary Celeste Wrap-Up	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
2	Fascinating Tales from History	4	The Mary Celeste Wrap-Up	<p>CCSS.ELA-Literacy.RF.5.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
2	Fascinating Tales from History	4	The Mary Celeste Wrap-Up	<p>CCSS.ELA-Literacy.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>
2	Fascinating Tales from History	4	The Mary Celeste Wrap-Up	<p>CCSS.ELA-Literacy.RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
2	Fascinating Tales from History	4	The Mary Celeste Wrap-Up	<p>CCSS.ELA-Literacy.RI.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

Attachment 28 - ACAD				
2	Fascinating Tales from History	5	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
2	Fascinating Tales from History	6	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.L.5.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense.
2	Fascinating Tales from History	6	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
2	Fascinating Tales from History	6	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
2	Fascinating Tales from History	6	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
2	Fascinating Tales from History	6	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
2	Fascinating Tales from History	6	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Fascinating Tales from History	6	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.L.5.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
2	Fascinating Tales from History	6	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.L.5.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use verb tense to convey various times, sequences, states, and conditions.
2	Fascinating Tales from History	6	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.W.5.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2	Fascinating Tales from History	6	Narrative Writing: Prewriting (A)	CCSS.ELA-Literacy.W.5.3c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

Attachment 28 - ACAD				
2	Fascinating Tales from History	6	Narrative Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.W.5.3d</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>
2	Fascinating Tales from History	6	Narrative Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.W.5.3e</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>
2	Fascinating Tales from History	6	Narrative Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.W.5.8</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
2	Fascinating Tales from History	7	Narrative Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.L.5.1d</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Recognize and correct inappropriate shifts in verb tense.</p>
2	Fascinating Tales from History	7	Narrative Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.W.5.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
2	Fascinating Tales from History	7	Narrative Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.W.5.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
2	Fascinating Tales from History	7	Narrative Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.W.5.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
2	Fascinating Tales from History	7	Narrative Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
2	Fascinating Tales from History	7	Narrative Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.W.5.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
2	Fascinating Tales from History	7	Narrative Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
2	Fascinating Tales from History	7	Narrative Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.W.5.3c</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>

Attachment 28 - ACAD				
2	Fascinating Tales from History	7	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.5.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.
2	Fascinating Tales from History	7	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.5.3e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.
2	Fascinating Tales from History	7	Narrative Writing: Prewriting (B)	CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
2	Fascinating Tales from History	8	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
2	Fascinating Tales from History	8	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.L.5.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense.
2	Fascinating Tales from History	8	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
2	Fascinating Tales from History	8	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
2	Fascinating Tales from History	8	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.
2	Fascinating Tales from History	8	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.3c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
2	Fascinating Tales from History	8	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Attachment 28 - ACAD				
2	Fascinating Tales from History	8	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2	Fascinating Tales from History	8	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
2	Fascinating Tales from History	8	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
2	Fascinating Tales from History	8	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.3e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.
2	Fascinating Tales from History	8	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Fascinating Tales from History	8	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.L.3.1f Ensure subject-verb and pronoun-antecedent agreement.
2	Fascinating Tales from History	8	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
2	Fascinating Tales from History	8	Narrative Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
2	Fascinating Tales from History	9	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.L.5.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense.
2	Fascinating Tales from History	9	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
2	Fascinating Tales from History	9	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Attachment 28 - ACAD				
2	Fascinating Tales from History	9	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.W.5.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.
2	Fascinating Tales from History	9	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.W.5.3c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
2	Fascinating Tales from History	9	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.W.5.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
2	Fascinating Tales from History	9	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.W.5.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2	Fascinating Tales from History	9	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
2	Fascinating Tales from History	9	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
2	Fascinating Tales from History	9	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.W.5.3e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.
2	Fascinating Tales from History	9	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Fascinating Tales from History	9	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
2	Fascinating Tales from History	9	Narrative Writing: Drafting (B)	CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Attachment 28 - ACAD				
2	Fascinating Tales from History	9	Narrative Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.5.9a</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p>
2	Fascinating Tales from History	10	Nuance	<p>CCSS.ELA-Literacy.L.5.5c</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
2	Fascinating Tales from History	10	Nuance	<p>CCSS.ELA-Literacy.L.5.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>
2	Fascinating Tales from History	10	Nuance	<p>CCSS.ELA-Literacy.L.5.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>
2	Fascinating Tales from History	10	Nuance	<p>CCSS.ELA-Literacy.L.3.5c</p> <p>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
2	Fascinating Tales from History	10	Nuance	<p>CCSS.ELA-Literacy.W.5.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
2	Fascinating Tales from History	10	Nuance	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
2	Fascinating Tales from History	11	Mesmerized (A)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
2	Fascinating Tales from History	11	Mesmerized (A)	<p>CCSS.ELA-Literacy.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>
2	Fascinating Tales from History	11	Mesmerized (A)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
2	Fascinating Tales from History	11	Mesmerized (A)	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

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2	Fascinating Tales from History	11	Mesmerized (A)	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
2	Fascinating Tales from History	11	Mesmerized (A)	CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
2	Fascinating Tales from History	11	Mesmerized (A)	CCSS.ELA-Literacy.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2	Fascinating Tales from History	11	Mesmerized (A)	CCSS.ELA-Literacy.RF.5.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
2	Fascinating Tales from History	12	Mesmerized (B)	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
2	Fascinating Tales from History	12	Mesmerized (B)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
2	Fascinating Tales from History	12	Mesmerized (B)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Fascinating Tales from History	12	Mesmerized (B)	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
2	Fascinating Tales from History	12	Mesmerized (B)	CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
2	Fascinating Tales from History	12	Mesmerized (B)	CCSS.ELA-Literacy.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2	Fascinating Tales from History	12	Mesmerized (B)	CCSS.ELA-Literacy.RF.5.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
2	Fascinating Tales from History	13	Mesmerized (C)	CCSS.ELA-Literacy.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2	Fascinating Tales from History	13	Mesmerized (C)	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
2	Fascinating Tales from History	13	Mesmerized (C)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

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2	Fascinating Tales from History	13	Mesmerized (C)	CCSS.ELA-Literacy.L.5.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
2	Fascinating Tales from History	13	Mesmerized (C)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Fascinating Tales from History	13	Mesmerized (C)	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
2	Fascinating Tales from History	13	Mesmerized (C)	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
2	Fascinating Tales from History	14	Mesmerized Wrap-Up	CCSS.ELA-Literacy.RF.5.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
2	Fascinating Tales from History	14	Mesmerized Wrap-Up	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
2	Fascinating Tales from History	14	Mesmerized Wrap-Up	CCSS.ELA-Literacy.RF.5.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2	Fascinating Tales from History	14	Mesmerized Wrap-Up	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
2	Fascinating Tales from History	14	Mesmerized Wrap-Up	CCSS.ELA-Literacy.RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
2	Fascinating Tales from History	14	Mesmerized Wrap-Up	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
2	Fascinating Tales from History	14	Mesmerized Wrap-Up	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
2	Fascinating Tales from History	14	Mesmerized Wrap-Up	CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2	Fascinating Tales from History	15	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.L.5.5c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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2	Fascinating Tales from History	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.W.5.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>
2	Fascinating Tales from History	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.W.5.9a</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p>
2	Fascinating Tales from History	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
2	Fascinating Tales from History	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
2	Fascinating Tales from History	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RL.5.3</p> <p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
2	Fascinating Tales from History	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.L.5.5b</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
2	Fascinating Tales from History	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>
2	Fascinating Tales from History	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RL.5.9</p> <p>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>
2	Fascinating Tales from History	15	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RL.5.6</p> <p>Describe how a narrator's or speaker's point of view influences how events are described.</p>
3	A Wonder of the World	1	Narrative Writing: Revising	<p>CCSS.ELA-Literacy.W.5.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
3	A Wonder of the World	1	Narrative Writing: Revising	<p>CCSS.ELA-Literacy.W.5.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
3	A Wonder of the World	1	Narrative Writing: Revising	<p>CCSS.ELA-Literacy.W.5.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
3	A Wonder of the World	1	Narrative Writing: Revising	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
3	A Wonder of the World	1	Narrative Writing: Revising	<p>CCSS.ELA-Literacy.W.5.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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3	A Wonder of the World	1	Narrative Writing: Revising	CCSS.ELA-Literacy.W.5.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
3	A Wonder of the World	1	Narrative Writing: Revising	CCSS.ELA-Literacy.W.5.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
3	A Wonder of the World	1	Narrative Writing: Revising	CCSS.ELA-Literacy.W.5.3c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
3	A Wonder of the World	1	Narrative Writing: Revising	CCSS.ELA-Literacy.W.5.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.
3	A Wonder of the World	1	Narrative Writing: Revising	CCSS.ELA-Literacy.W.5.3e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.
3	A Wonder of the World	2	Narrative Writing: Proofreading	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3	A Wonder of the World	2	Narrative Writing: Proofreading	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
3	A Wonder of the World	2	Narrative Writing: Proofreading	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
3	A Wonder of the World	2	Narrative Writing: Proofreading	CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
3	A Wonder of the World	2	Narrative Writing: Proofreading	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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3	A Wonder of the World	2	Narrative Writing: Proofreading	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
3	A Wonder of the World	2	Narrative Writing: Proofreading	<p>CCSS.ELA-Literacy.L.5.1c</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use verb tense to convey various times, sequences, states, and conditions.</p>
3	A Wonder of the World	2	Narrative Writing: Proofreading	<p>CCSS.ELA-Literacy.L.5.1b</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p>
3	A Wonder of the World	2	Narrative Writing: Proofreading	<p>CCSS.ELA-Literacy.L.5.1d</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Recognize and correct inappropriate shifts in verb tense.</p>
3	A Wonder of the World	2	Narrative Writing: Proofreading	<p>CCSS.ELA-Literacy.W.5.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
3	A Wonder of the World	2	Narrative Writing: Proofreading	<p>CCSS.ELA-Literacy.W.5.3b</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>
3	A Wonder of the World	2	Narrative Writing: Proofreading	<p>CCSS.ELA-Literacy.W.5.3c</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>
3	A Wonder of the World	2	Narrative Writing: Proofreading	<p>CCSS.ELA-Literacy.W.5.3d</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>
3	A Wonder of the World	2	Narrative Writing: Proofreading	<p>CCSS.ELA-Literacy.W.5.3e</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>

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3	A Wonder of the World	3	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
3	A Wonder of the World	3	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3	A Wonder of the World	3	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
3	A Wonder of the World	3	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
3	A Wonder of the World	3	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.5.3e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.
3	A Wonder of the World	3	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.5.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.
3	A Wonder of the World	3	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.5.3c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
3	A Wonder of the World	3	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.5.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
3	A Wonder of the World	3	Narrative Writing: Publishing	CCSS.ELA-Literacy.W.5.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
3	A Wonder of the World	3	Narrative Writing: Publishing	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
3	A Wonder of the World	4	Queen of the Falls	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

3	A Wonder of the World	4	Queen of the Falls	Attachment 28 - ACAD CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
3	A Wonder of the World	4	Queen of the Falls	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
3	A Wonder of the World	4	Queen of the Falls	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
3	A Wonder of the World	4	Queen of the Falls	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
3	A Wonder of the World	4	Queen of the Falls	CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3	A Wonder of the World	4	Queen of the Falls	CCSS.ELA-Literacy.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3	A Wonder of the World	4	Queen of the Falls	CCSS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3	A Wonder of the World	5	Queen of the Falls Wrap-Up	CCSS.ELA-Literacy.RF.5.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
3	A Wonder of the World	5	Queen of the Falls Wrap-Up	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
3	A Wonder of the World	5	Queen of the Falls Wrap-Up	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
3	A Wonder of the World	5	Queen of the Falls Wrap-Up	CCSS.ELA-Literacy.RF.5.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3	A Wonder of the World	5	Queen of the Falls Wrap-Up	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
3	A Wonder of the World	5	Queen of the Falls Wrap-Up	CCSS.ELA-Literacy.RF.5.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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3	A Wonder of the World	5	Queen of the Falls Wrap-Up	CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3	A Wonder of the World	5	Queen of the Falls Wrap-Up	CCSS.ELA-Literacy.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3	A Wonder of the World	5	Queen of the Falls Wrap-Up	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
3	A Wonder of the World	5	Queen of the Falls Wrap-Up	CCSS.ELA-Literacy.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
3	A Wonder of the World	6	Where Is Niagara Falls? (A)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
3	A Wonder of the World	6	Where Is Niagara Falls? (A)	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
3	A Wonder of the World	6	Where Is Niagara Falls? (A)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
3	A Wonder of the World	6	Where Is Niagara Falls? (A)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
3	A Wonder of the World	6	Where Is Niagara Falls? (A)	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
3	A Wonder of the World	6	Where Is Niagara Falls? (A)	CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3	A Wonder of the World	6	Where Is Niagara Falls? (A)	CCSS.ELA-Literacy.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3	A Wonder of the World	6	Where Is Niagara Falls? (A)	CCSS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
3	A Wonder of the World	7	Where Is Niagara Falls? (B)	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
3	A Wonder of the World	7	Where Is Niagara Falls? (B)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

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3	A Wonder of the World	7	Where Is Niagara Falls? (B)	CCSS.ELA-Literacy.L.5.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
3	A Wonder of the World	7	Where Is Niagara Falls? (B)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
3	A Wonder of the World	7	Where Is Niagara Falls? (B)	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
3	A Wonder of the World	7	Where Is Niagara Falls? (B)	CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
3	A Wonder of the World	7	Where Is Niagara Falls? (B)	CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
3	A Wonder of the World	7	Where Is Niagara Falls? (B)	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3	A Wonder of the World	7	Where Is Niagara Falls? (B)	CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3	A Wonder of the World	8	Where Is Niagara Falls? Wrap-Up	CCSS.ELA-Literacy.RF.5.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
3	A Wonder of the World	8	Where Is Niagara Falls? Wrap-Up	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
3	A Wonder of the World	8	Where Is Niagara Falls? Wrap-Up	CCSS.ELA-Literacy.RF.5.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3	A Wonder of the World	8	Where Is Niagara Falls? Wrap-Up	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
3	A Wonder of the World	8	Where Is Niagara Falls? Wrap-Up	CCSS.ELA-Literacy.RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
3	A Wonder of the World	8	Where Is Niagara Falls? Wrap-Up	CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
3	A Wonder of the World	8	Where Is Niagara Falls? Wrap-Up	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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3	A Wonder of the World	8	Where Is Niagara Falls? Wrap-Up	CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
3	A Wonder of the World	8	Where Is Niagara Falls? Wrap-Up	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3	A Wonder of the World	8	Where Is Niagara Falls? Wrap-Up	CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3	A Wonder of the World	9	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
3	A Wonder of the World	10	Dictionary Skills	CCSS.ELA-Literacy.L.5.5c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
3	A Wonder of the World	10	Dictionary Skills	CCSS.ELA-Literacy.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
3	A Wonder of the World	10	Dictionary Skills	CCSS.ELA-Literacy.L.5.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
3	A Wonder of the World	10	Dictionary Skills	CCSS.ELA-Literacy.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
3	A Wonder of the World	10	Dictionary Skills	CCSS.ELA-Literacy.L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
3	A Wonder of the World	10	Dictionary Skills	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
3	A Wonder of the World	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
3	A Wonder of the World	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.5.5c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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3	A Wonder of the World	11	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
3	A Wonder of the World	11	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.L.5.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>
3	A Wonder of the World	11	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.L.5.1c</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use verb tense to convey various times, sequences, states, and conditions.</p>
3	A Wonder of the World	11	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.L.5.1b</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p>
3	A Wonder of the World	11	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.W.5.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>
3	A Wonder of the World	11	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.W.5.9a</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p>
3	A Wonder of the World	11	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.RI.5.3</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
3	A Wonder of the World	11	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
3	A Wonder of the World	11	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.L.5.1d</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Recognize and correct inappropriate shifts in verb tense.</p>
3	A Wonder of the World	11	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.RL.5.2</p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>

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3	A Wonder of the World	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3	A Wonder of the World	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.5.3e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.
3	A Wonder of the World	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.5.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.
3	A Wonder of the World	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.5.3c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
3	A Wonder of the World	11	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.5.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
4	A Wrinkle in Time	1	Government Words	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
4	A Wrinkle in Time	1	Government Words	CCSS.ELA-Literacy.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
4	A Wrinkle in Time	1	Government Words	CCSS.ELA-Literacy.L.5.5c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
4	A Wrinkle in Time	1	Government Words	CCSS.ELA-Literacy.L.5.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
4	A Wrinkle in Time	1	Government Words	CCSS.ELA-Literacy.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

4	A Wrinkle in Time	1	Government Words	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	A Wrinkle in Time	2	A Wrinkle in Time (A)	CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
4	A Wrinkle in Time	2	A Wrinkle in Time (A)	CCSS.ELA-Literacy.L.5.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
4	A Wrinkle in Time	2	A Wrinkle in Time (A)	CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.
4	A Wrinkle in Time	2	A Wrinkle in Time (A)	CCSS.ELA-Literacy.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
4	A Wrinkle in Time	2	A Wrinkle in Time (A)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
4	A Wrinkle in Time	2	A Wrinkle in Time (A)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
4	A Wrinkle in Time	2	A Wrinkle in Time (A)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	A Wrinkle in Time	3	A Wrinkle in Time (B)	CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
4	A Wrinkle in Time	3	A Wrinkle in Time (B)	CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.
4	A Wrinkle in Time	3	A Wrinkle in Time (B)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
4	A Wrinkle in Time	3	A Wrinkle in Time (B)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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4	A Wrinkle in Time	3	A Wrinkle in Time (B)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	A Wrinkle in Time	3	A Wrinkle in Time (B)	CCSS.ELA-Literacy.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
4	A Wrinkle in Time	4	A Wrinkle in Time (C)	CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
4	A Wrinkle in Time	4	A Wrinkle in Time (C)	CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.
4	A Wrinkle in Time	4	A Wrinkle in Time (C)	CCSS.ELA-Literacy.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
4	A Wrinkle in Time	4	A Wrinkle in Time (C)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
4	A Wrinkle in Time	4	A Wrinkle in Time (C)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
4	A Wrinkle in Time	4	A Wrinkle in Time (C)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	A Wrinkle in Time	5	A Wrinkle in Time (D)	CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
4	A Wrinkle in Time	5	A Wrinkle in Time (D)	CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.
4	A Wrinkle in Time	5	A Wrinkle in Time (D)	CCSS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
4	A Wrinkle in Time	5	A Wrinkle in Time (D)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
4	A Wrinkle in Time	5	A Wrinkle in Time (D)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
4	A Wrinkle in Time	5	A Wrinkle in Time (D)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

4	A Wrinkle in Time	6	A Wrinkle in Time (E)	CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
4	A Wrinkle in Time	6	A Wrinkle in Time (E)	CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.
4	A Wrinkle in Time	6	A Wrinkle in Time (E)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
4	A Wrinkle in Time	6	A Wrinkle in Time (E)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
4	A Wrinkle in Time	6	A Wrinkle in Time (E)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	A Wrinkle in Time	6	A Wrinkle in Time (E)	CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
4	A Wrinkle in Time	7	A Wrinkle in Time (F)	CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
4	A Wrinkle in Time	7	A Wrinkle in Time (F)	CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.
4	A Wrinkle in Time	7	A Wrinkle in Time (F)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
4	A Wrinkle in Time	7	A Wrinkle in Time (F)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
4	A Wrinkle in Time	7	A Wrinkle in Time (F)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	A Wrinkle in Time	8	A Wrinkle in Time (G)	CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
4	A Wrinkle in Time	8	A Wrinkle in Time (G)	CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.

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4	A Wrinkle in Time	8	A Wrinkle in Time (G)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
4	A Wrinkle in Time	8	A Wrinkle in Time (G)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
4	A Wrinkle in Time	8	A Wrinkle in Time (G)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	A Wrinkle in Time	8	A Wrinkle in Time (G)	CCSS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
4	A Wrinkle in Time	9	A Wrinkle in Time (H)	CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
4	A Wrinkle in Time	9	A Wrinkle in Time (H)	CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
4	A Wrinkle in Time	9	A Wrinkle in Time (H)	CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
4	A Wrinkle in Time	9	A Wrinkle in Time (H)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
4	A Wrinkle in Time	9	A Wrinkle in Time (H)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
4	A Wrinkle in Time	9	A Wrinkle in Time (H)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	A Wrinkle in Time	10	A Wrinkle in Time (I)	CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
4	A Wrinkle in Time	10	A Wrinkle in Time (I)	CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
4	A Wrinkle in Time	10	A Wrinkle in Time (I)	CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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4	A Wrinkle in Time	10	A Wrinkle in Time (I) CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
4	A Wrinkle in Time	10	A Wrinkle in Time (I) CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
4	A Wrinkle in Time	10	A Wrinkle in Time (I) CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	A Wrinkle in Time	11	A Wrinkle in Time Wrap-Up CCSS.ELA-Literacy.RF.5.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
4	A Wrinkle in Time	11	A Wrinkle in Time Wrap-Up CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
4	A Wrinkle in Time	11	A Wrinkle in Time Wrap-Up CCSS.ELA-Literacy.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
4	A Wrinkle in Time	11	A Wrinkle in Time Wrap-Up CCSS.ELA-Literacy.RF.5.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4	A Wrinkle in Time	11	A Wrinkle in Time Wrap-Up CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	A Wrinkle in Time	11	A Wrinkle in Time Wrap-Up CCSS.ELA-Literacy.RF.5.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
4	A Wrinkle in Time	11	A Wrinkle in Time Wrap-Up CCSS.ELA-Literacy.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
4	A Wrinkle in Time	11	A Wrinkle in Time Wrap-Up CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
4	A Wrinkle in Time	11	A Wrinkle in Time Wrap-Up CCSS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
4	A Wrinkle in Time	11	A Wrinkle in Time Wrap-Up CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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4	A Wrinkle In Time	11	A Wrinkle In Time Wrap-Up	CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4	A Wrinkle in Time	11	A Wrinkle In Time Wrap-Up	CCSS.ELA-Literacy.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.
4	A Wrinkle in Time	11	A Wrinkle In Time Wrap-Up	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
4	A Wrinkle in Time	11	A Wrinkle In Time Wrap-Up	CCSS.ELA-Literacy.SL.5.1a Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
4	A Wrinkle in Time	11	A Wrinkle In Time Wrap-Up	CCSS.ELA-Literacy.SL.5.1b Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.
4	A Wrinkle in Time	11	A Wrinkle In Time Wrap-Up	CCSS.ELA-Literacy.SL.5.1c Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
4	A Wrinkle in Time	11	A Wrinkle In Time Wrap-Up	CCSS.ELA-Literacy.SL.5.1d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
4	A Wrinkle in Time	12	Informational Writing Skills (A)	CCSS.ELA-Literacy.W.5.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
4	A Wrinkle in Time	12	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
4	A Wrinkle in Time	13	Informational Writing Skills (A)	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
4	A Wrinkle in Time	13	Informational Writing Skills (A)	CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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4	A Wrinkle in Time	13	Informational Writing Skills (A) CCSS.ELA-Literacy.L.5.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
4	A Wrinkle in Time	13	Informational Writing Skills (A) CCSS.ELA-Literacy.W.5.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
4	A Wrinkle in Time	13	Informational Writing Skills (A) CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
4	A Wrinkle in Time	13	Informational Writing Skills (A) CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	A Wrinkle in Time	13	Informational Writing Skills (A) CCSS.ELA-Literacy.L.3.1h	Use coordinating and subordinating conjunctions.
4	A Wrinkle in Time	13	Informational Writing Skills (A) CCSS.ELA-Literacy.W.5.2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
4	A Wrinkle in Time	13	Informational Writing Skills (A) CCSS.ELA-Literacy.W.5.2d	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.
4	A Wrinkle in Time	13	Informational Writing Skills (A) CCSS.ELA-Literacy.W.5.2e	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented
4	A Wrinkle in Time	13	Informational Writing Skills (C) CCSS.ELA-Literacy.W.5.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
4	A Wrinkle in Time	14	Informational Writing Skills (B) CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
4	A Wrinkle in Time	14	Informational Writing Skills (B) CCSS.ELA-Literacy.L.5.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use correlative conjunctions (e.g., either/or, neither/nor).

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4	A Wrinkle in Time	14	Informational Writing Skills (B)	<p>CCSS.ELA-Literacy.L.5.1a</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>
4	A Wrinkle in Time	14	Informational Writing Skills (B)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
4	A Wrinkle in Time	14	Informational Writing Skills (B)	<p>CCSS.ELA-Literacy.W.5.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>
4	A Wrinkle in Time	14	Informational Writing Skills (B)	<p>CCSS.ELA-Literacy.W.5.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
4	A Wrinkle in Time	14	Informational Writing Skills (B)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
4	A Wrinkle in Time	14	Informational Writing Skills (B)	<p>CCSS.ELA-Literacy.W.5.2c</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>
4	A Wrinkle in Time	14	Informational Writing Skills (B)	<p>CCSS.ELA-Literacy.W.5.2d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
4	A Wrinkle in Time	14	Informational Writing Skills (B)	<p>CCSS.ELA-Literacy.W.5.2e</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Provide a concluding statement or section related to the information or explanation presented</p>
4	A Wrinkle in Time	15	Informational Writing Skills (C)	<p>CCSS.ELA-Literacy.W.5.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
4	A Wrinkle in Time	15	Informational Writing Skills (C)	<p>CCSS.ELA-Literacy.L.5.1e</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use correlative conjunctions (e.g., either/or, neither/nor).</p>

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4	A Wrinkle in Time	15	Informational Writing Skills (C)	<p>CCSS.ELA-Literacy.L.5.1a</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>
4	A Wrinkle in Time	15	Informational Writing Skills (C)	<p>CCSS.ELA-Literacy.W.5.2e</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Provide a concluding statement or section related to the information or explanation presented</p>
4	A Wrinkle in Time	15	Informational Writing Skills (C)	<p>CCSS.ELA-Literacy.W.5.2d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
4	A Wrinkle in Time	15	Informational Writing Skills (C)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
4	A Wrinkle in Time	15	Informational Writing Skills (C)	<p>CCSS.ELA-Literacy.W.5.2c</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>
4	A Wrinkle in Time	15	Informational Writing Skills (C)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
4	A Wrinkle in Time	15	Informational Writing Skills (C)	<p>CCSS.ELA-Literacy.L.4.1f</p> <p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>
4	A Wrinkle in Time	15	Informational Writing Skills (C)	<p>CCSS.ELA-Literacy.W.5.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
4	A Wrinkle in Time	16	Informational Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.L.5.1e</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use correlative conjunctions (e.g., either/or, neither/nor).</p>
4	A Wrinkle in Time	16	Informational Writing Skills Wrap-Up	<p>CCSS.ELA-Literacy.L.5.1a</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>

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4	A Wrinkle in Time	16	Informational Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.5.2e Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented
4	A Wrinkle in Time	16	Informational Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.5.2d Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.
4	A Wrinkle in Time	16	Informational Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.5.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
4	A Wrinkle in Time	16	Informational Writing Skills Wrap-Up	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
4	A Wrinkle in Time	16	Informational Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.5.2c Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
4	A Wrinkle in Time	16	Informational Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.5.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
4	A Wrinkle in Time	16	Informational Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
4	A Wrinkle in Time	16	Informational Writing Skills Wrap-Up	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
4	A Wrinkle in Time	17	Big Ideas: Mini-Project	CCSS.ELA-Literacy.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
4	A Wrinkle in Time	17	Big Ideas: Mini-Project	CCSS.ELA-Literacy.L.5.5c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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4	A Wrinkle in Time	17	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.W.5.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>
4	A Wrinkle in Time	17	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.W.5.9a</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p>
4	A Wrinkle in Time	17	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RL.5.5</p> <p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>
4	A Wrinkle in Time	17	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RL.5.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>
4	A Wrinkle in Time	17	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RL.5.3</p> <p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
4	A Wrinkle in Time	17	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RL.5.2</p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>
4	A Wrinkle in Time	17	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RI.5.3</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
4	A Wrinkle in Time	17	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
5	Finding Their Way	1	Figurative Language	<p>CCSS.ELA-Literacy.L.5.5a</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figurative language, including similes and metaphors, in context.</p>
5	Finding Their Way	1	Figurative Language	<p>CCSS.ELA-Literacy.L.5.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>
5	Finding Their Way	1	Figurative Language	<p>CCSS.ELA-Literacy.W.5.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
5	Finding Their Way	1	Figurative Language	<p>CCSS.ELA-Literacy.L.4.5a</p> <p>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>
5	Finding Their Way	1	Figurative Language	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>

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5	Finding Their Way	2	You Should Meet Katherine Johnson (A)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Finding Their Way	2	You Should Meet Katherine Johnson (A)	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5	Finding Their Way	2	You Should Meet Katherine Johnson (A)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
5	Finding Their Way	2	You Should Meet Katherine Johnson (A)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5	Finding Their Way	2	You Should Meet Katherine Johnson (A)	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
5	Finding Their Way	2	You Should Meet Katherine Johnson (A)	CCSS.ELA-Literacy.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
5	Finding Their Way	2	You Should Meet Katherine Johnson (A)	CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
5	Finding Their Way	2	You Should Meet Katherine Johnson (A)	CCSS.ELA-Literacy.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Finding Their Way	2	You Should Meet Katherine Johnson (A)	CCSS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
5	Finding Their Way	3	You Should Meet Katherine Johnson (B)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Finding Their Way	3	You Should Meet Katherine Johnson (B)	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5	Finding Their Way	3	You Should Meet Katherine Johnson (B)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
5	Finding Their Way	3	You Should Meet Katherine Johnson (B)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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5	Finding Their Way	3	You Should Meet Katherine Johnson (B)	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
5	Finding Their Way	3	You Should Meet Katherine Johnson (B)	CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
5	Finding Their Way	3	You Should Meet Katherine Johnson (B)	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
5	Finding Their Way	3	You Should Meet Katherine Johnson (B)	CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Finding Their Way	4	You Should Meet Katherine Johnson (C)	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5	Finding Their Way	4	You Should Meet Katherine Johnson (C)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
5	Finding Their Way	4	You Should Meet Katherine Johnson (C)	CCSS.ELA-Literacy.L.5.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5	Finding Their Way	4	You Should Meet Katherine Johnson (C)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Finding Their Way	4	You Should Meet Katherine Johnson (C)	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
5	Finding Their Way	4	You Should Meet Katherine Johnson (C)	CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
5	Finding Their Way	4	You Should Meet Katherine Johnson (C)	CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
5	Finding Their Way	4	You Should Meet Katherine Johnson (C)	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
5	Finding Their Way	5	You Should Meet Katherine Johnson Wrap-Up	CCSS.ELA-Literacy.RF.5.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
5	Finding Their Way	5	You Should Meet Katherine Johnson Wrap-Up	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.

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5	Finding Their Way	5	You Should Meet Katherine Johnson Wrap-Up	CCSS.ELA-Literacy.RF.5.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5	Finding Their Way	5	You Should Meet Katherine Johnson Wrap-Up	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Finding Their Way	5	You Should Meet Katherine Johnson Wrap-Up	CCSS.ELA-Literacy.RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
5	Finding Their Way	5	You Should Meet Katherine Johnson Wrap-Up	CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
5	Finding Their Way	5	You Should Meet Katherine Johnson Wrap-Up	CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
5	Finding Their Way	5	You Should Meet Katherine Johnson Wrap-Up	CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
5	Finding Their Way	5	You Should Meet Katherine Johnson Wrap-Up	CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
5	Finding Their Way	5	You Should Meet Katherine Johnson Wrap-Up	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5	Finding Their Way	5	You Should Meet Katherine Johnson Wrap-Up	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
5	Finding Their Way	5	You Should Meet Katherine Johnson Wrap-Up	CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Finding Their Way	6	Informational Writing: Prewriting (A)	CCSS.ELA-Literacy.L.5.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
5	Finding Their Way	6	Informational Writing: Prewriting (A)	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5	Finding Their Way	6	Informational Writing: Prewriting (A)	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5	Finding Their Way	6	Informational Writing: Prewriting (A)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
5	Finding Their Way	6	Informational Writing: Prewriting (A)	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
5	Finding Their Way	6	Informational Writing: Prewriting (A)	CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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5	Finding Their Way	6	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
5	Finding Their Way	6	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.W.5.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
5	Finding Their Way	6	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.W.5.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>
5	Finding Their Way	6	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.W.5.2c</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>
5	Finding Their Way	6	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.W.5.2d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
5	Finding Their Way	6	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.W.5.2e</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Provide a concluding statement or section related to the information or explanation presented</p>
5	Finding Their Way	6	Informational Writing: Prewriting (A)	<p>CCSS.ELA-Literacy.W.5.8</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
5	Finding Their Way	7	Informational Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.L.5.1a</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>
5	Finding Their Way	7	Informational Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.W.5.8</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
5	Finding Their Way	7	Informational Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.W.5.7</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
5	Finding Their Way	7	Informational Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.W.5.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
5	Finding Their Way	7	Informational Writing: Prewriting (B)	<p>CCSS.ELA-Literacy.W.5.2d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>

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5	Finding Their Way	7	Informational Writing: Prewriting (B)	CCSS.ELA-Literacy.W.5.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
5	Finding Their Way	7	Informational Writing: Prewriting (B)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
5	Finding Their Way	7	Informational Writing: Prewriting (B)	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5	Finding Their Way	7	Informational Writing: Prewriting (B)	CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
5	Finding Their Way	7	Informational Writing: Prewriting (B)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Finding Their Way	7	Informational Writing: Prewriting (B)	CCSS.ELA-Literacy.W.5.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
5	Finding Their Way	7	Informational Writing: Prewriting (B)	CCSS.ELA-Literacy.W.5.2c Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
5	Finding Their Way	7	Informational Writing: Prewriting (B)	CCSS.ELA-Literacy.W.5.2e Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented
5	Finding Their Way	8	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.L.5.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use underlining, quotation marks, or italics to indicate titles of works.
5	Finding Their Way	8	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5	Finding Their Way	8	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5	Finding Their Way	8	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

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5	Finding Their Way	8	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
5	Finding Their Way	8	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
5	Finding Their Way	8	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
5	Finding Their Way	8	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Finding Their Way	8	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.W.5.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
5	Finding Their Way	8	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.W.5.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
5	Finding Their Way	8	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.W.5.2c Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
5	Finding Their Way	8	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.W.5.2d Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5	Finding Their Way	8	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.W.5.2e Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented
5	Finding Their Way	8	Informational Writing: Prewriting (C)	CCSS.ELA-Literacy.W.5.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
5	Finding Their Way	9	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
5	Finding Their Way	9	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.L.5.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use underlining, quotation marks, or italics to indicate titles of works.

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5	Finding Their Way	9	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.L.5.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
5	Finding Their Way	9	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
5	Finding Their Way	9	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
5	Finding Their Way	9	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5	Finding Their Way	9	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
5	Finding Their Way	9	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.2e Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented
5	Finding Their Way	9	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.2d Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5	Finding Their Way	9	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
5	Finding Their Way	9	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
5	Finding Their Way	9	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
5	Finding Their Way	9	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.2c Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
5	Finding Their Way	9	Informational Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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5	Finding Their Way	9	Informational Writing: Drafting (A)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
5	Finding Their Way	9	Informational Writing: Drafting (A)	<p>CCSS.ELA-Literacy.L.3.3a</p> <p>Choose words and phrases for effect.</p>
5	Finding Their Way	9	Informational Writing: Drafting (A)	<p>CCSS.ELA-Literacy.W.5.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>
5	Finding Their Way	9	Informational Writing: Drafting (A)	<p>CCSS.ELA-Literacy.L.5.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>
5	Finding Their Way	10	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.L.5.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use underlining, quotation marks, or italics to indicate titles of works.</p>
5	Finding Their Way	10	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.5.7</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
5	Finding Their Way	10	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.5.8</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
5	Finding Their Way	10	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.5.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
5	Finding Their Way	10	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.5.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
5	Finding Their Way	10	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.5.2e</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Provide a concluding statement or section related to the information or explanation presented</p>
5	Finding Their Way	10	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.5.2d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
5	Finding Their Way	10	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.5.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>

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5	Finding Their Way	10	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.5.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
5	Finding Their Way	10	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
5	Finding Their Way	10	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.5.2c</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>
5	Finding Their Way	10	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.5.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
5	Finding Their Way	10	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
5	Finding Their Way	10	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.L.5.1a</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>
5	Finding Their Way	10	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.W.5.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>
5	Finding Their Way	10	Informational Writing: Drafting (B)	<p>CCSS.ELA-Literacy.L.5.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>
5	Finding Their Way	11	Keyboarding and Your Choice	<p>CCSS.ELA-Literacy.W.5.6</p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
5	Finding Their Way	12	Hidden Figures (A)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
5	Finding Their Way	12	Hidden Figures (A)	<p>CCSS.ELA-Literacy.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>

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5	Finding Their Way	12	Hidden Figures (A)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
5	Finding Their Way	12	Hidden Figures (A)	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
5	Finding Their Way	12	Hidden Figures (A)	<p>CCSS.ELA-Literacy.W.5.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>
5	Finding Their Way	12	Hidden Figures (A)	<p>CCSS.ELA-Literacy.RI.5.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
5	Finding Their Way	12	Hidden Figures (A)	<p>CCSS.ELA-Literacy.RI.5.8</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>
5	Finding Their Way	12	Hidden Figures (A)	<p>CCSS.ELA-Literacy.RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
5	Finding Their Way	12	Hidden Figures (A)	<p>CCSS.ELA-Literacy.RI.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
5	Finding Their Way	12	Hidden Figures (A)	<p>CCSS.ELA-Literacy.W.4.9b</p> <p>Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>
5	Finding Their Way	13	Hidden Figures (B)	<p>CCSS.ELA-Literacy.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>
5	Finding Their Way	13	Hidden Figures (B)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
5	Finding Their Way	13	Hidden Figures (B)	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

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5	Finding Their Way	13	Hidden Figures (B)	<p>CCSS.ELA-Literacy.W.5.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>
5	Finding Their Way	13	Hidden Figures (B)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
5	Finding Their Way	13	Hidden Figures (B)	<p>CCSS.ELA-Literacy.RI.5.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
5	Finding Their Way	13	Hidden Figures (B)	<p>CCSS.ELA-Literacy.RI.5.8</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>
5	Finding Their Way	13	Hidden Figures (B)	<p>CCSS.ELA-Literacy.RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
5	Finding Their Way	13	Hidden Figures (B)	<p>CCSS.ELA-Literacy.RI.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
5	Finding Their Way	14	Hidden Figures (C)	<p>CCSS.ELA-Literacy.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>
5	Finding Their Way	14	Hidden Figures (C)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
5	Finding Their Way	14	Hidden Figures (C)	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
5	Finding Their Way	14	Hidden Figures (C)	<p>CCSS.ELA-Literacy.W.5.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>
5	Finding Their Way	14	Hidden Figures (C)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
5	Finding Their Way	14	Hidden Figures (C)	<p>CCSS.ELA-Literacy.RI.5.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>

5	Finding Their Way	14	Hidden Figures (C) Attachment 28 - ACAD	CCSS.ELA-Literacy.RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
5	Finding Their Way	14	Hidden Figures (C)	CCSS.ELA-Literacy.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
5	Finding Their Way	14	Hidden Figures (C)	CCSS.ELA-Literacy.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Finding Their Way	15	Hidden Figures Wrap-Up	CCSS.ELA-Literacy.RF.5.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
5	Finding Their Way	15	Hidden Figures Wrap-Up	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
5	Finding Their Way	15	Hidden Figures Wrap-Up	CCSS.ELA-Literacy.W.5.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
5	Finding Their Way	15	Hidden Figures Wrap-Up	CCSS.ELA-Literacy.RF.5.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5	Finding Their Way	15	Hidden Figures Wrap-Up	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
5	Finding Their Way	15	Hidden Figures Wrap-Up	CCSS.ELA-Literacy.RF.5.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
5	Finding Their Way	15	Hidden Figures Wrap-Up	CCSS.ELA-Literacy.RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
5	Finding Their Way	15	Hidden Figures Wrap-Up	CCSS.ELA-Literacy.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
5	Finding Their Way	15	Hidden Figures Wrap-Up	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5	Finding Their Way	15	Hidden Figures Wrap-Up	CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
5	Finding Their Way	15	Hidden Figures Wrap-Up	CCSS.ELA-Literacy.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Attachment 28 - ACAD				
5	Finding Their Way	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.L.5.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context.
5	Finding Their Way	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.L.5.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
5	Finding Their Way	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.W.5.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
5	Finding Their Way	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.W.5.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
5	Finding Their Way	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
5	Finding Their Way	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
5	Finding Their Way	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
5	Finding Their Way	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
5	Finding Their Way	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
5	Finding Their Way	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.L.5.5b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.
5	Finding Their Way	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5	Finding Their Way	16	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Attachment 28 - ACAS					
6	Moments in History	1	"A Ride in the Night"	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
6	Moments in History	1	"A Ride in the Night"	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
6	Moments in History	1	"A Ride in the Night"	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
6	Moments in History	1	"A Ride in the Night"	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
6	Moments in History	1	"A Ride in the Night"	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
6	Moments in History	1	"A Ride in the Night"	CCSS.ELA-Literacy.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
6	Moments in History	1	"A Ride in the Night"	CCSS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
6	Moments in History	2	"A Ride in the Night" Wrap-Up	CCSS.ELA-Literacy.RF.5.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
6	Moments in History	2	"A Ride in the Night" Wrap-Up	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
6	Moments in History	2	"A Ride in the Night" Wrap-Up	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
6	Moments in History	2	"A Ride in the Night" Wrap-Up	CCSS.ELA-Literacy.RF.5.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
6	Moments in History	2	"A Ride in the Night" Wrap-Up	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

Attachment 28 - ACAD				
6	Moments in History	2	"A Ride in the Night" Wrap-Up	<p>CCSS.ELA-Literacy.RF.5.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
6	Moments in History	2	"A Ride in the Night" Wrap-Up	<p>CCSS.ELA-Literacy.RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
6	Moments in History	2	"A Ride in the Night" Wrap-Up	<p>CCSS.ELA-Literacy.RI.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
6	Moments in History	3	"Run, Kate Shelley, Run"	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
6	Moments in History	3	"Run, Kate Shelley, Run"	<p>CCSS.ELA-Literacy.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>
6	Moments in History	3	"Run, Kate Shelley, Run"	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
6	Moments in History	3	"Run, Kate Shelley, Run"	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
6	Moments in History	3	"Run, Kate Shelley, Run"	<p>CCSS.ELA-Literacy.RI.5.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
6	Moments in History	3	"Run, Kate Shelley, Run"	<p>CCSS.ELA-Literacy.RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
6	Moments in History	3	"Run, Kate Shelley, Run"	<p>CCSS.ELA-Literacy.RI.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
6	Moments in History	3	"Run, Kate Shelley, Run"	<p>CCSS.ELA-Literacy.RI.4.2</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
6	Moments in History	4	"Run, Kate Shelley, Run" Wrap-Up	<p>CCSS.ELA-Literacy.RF.5.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
6	Moments in History	4	"Run, Kate Shelley, Run" Wrap-Up	<p>CCSS.ELA-Literacy.RI.5.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
6	Moments in History	4	"Run, Kate Shelley, Run" Wrap-Up	<p>CCSS.ELA-Literacy.RF.5.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Attachment 28 - ACAS				
6	Moments in History	4	"Run, Kate Shelley, Run" Wrap-Up	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
6	Moments in History	4	"Run, Kate Shelley, Run" Wrap-Up	CCSS.ELA-Literacy.RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
6	Moments in History	4	"Run, Kate Shelley, Run" Wrap-Up	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
6	Moments in History	4	"Run, Kate Shelley, Run" Wrap-Up	CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
6	Moments in History	5	Informational Writing: Revising	CCSS.ELA-Literacy.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
6	Moments in History	5	Informational Writing: Revising	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6	Moments in History	5	Informational Writing: Revising	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
6	Moments in History	5	Informational Writing: Revising	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
6	Moments in History	5	Informational Writing: Revising	CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
6	Moments in History	5	Informational Writing: Revising	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
6	Moments in History	5	Informational Writing: Revising	CCSS.ELA-Literacy.W.5.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
6	Moments in History	5	Informational Writing: Revising	CCSS.ELA-Literacy.W.5.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
6	Moments in History	5	Informational Writing: Revising	CCSS.ELA-Literacy.W.5.2d Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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6	Moments in History	5	Informational Writing: Revising CCSS.ELA-Literacy.W.5.2e	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented
6	Moments in History	5	Informational Writing: Revising CCSS.ELA-Literacy.W.5.2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
6	Moments in History	6	Informational Writing: Proofreading CCSS.ELA-Literacy.L.5.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use underlining, quotation marks, or italics to indicate titles of works.
6	Moments in History	6	Informational Writing: Proofreading CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
6	Moments in History	6	Informational Writing: Proofreading CCSS.ELA-Literacy.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6	Moments in History	6	Informational Writing: Proofreading CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
6	Moments in History	6	Informational Writing: Proofreading CCSS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
6	Moments in History	6	Informational Writing: Proofreading CCSS.ELA-Literacy.W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
6	Moments in History	6	Informational Writing: Proofreading CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
6	Moments in History	6	Informational Writing: Proofreading CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
6	Moments in History	6	Informational Writing: Proofreading CCSS.ELA-Literacy.W.5.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
6	Moments in History	6	Informational Writing: Proofreading CCSS.ELA-Literacy.W.5.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Attachment 28 - ACAD				
6	Moments in History	6	Informational Writing: Proofreading	CCSS.ELA-Literacy.W.5.2d Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.
6	Moments in History	6	Informational Writing: Proofreading	CCSS.ELA-Literacy.W.5.2e Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented
6	Moments in History	6	Informational Writing: Proofreading	CCSS.ELA-Literacy.W.5.2c Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
6	Moments in History	7	Informational Writing: Publishing	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
6	Moments in History	7	Informational Writing: Publishing	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
6	Moments in History	7	Informational Writing: Publishing	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
6	Moments in History	7	Informational Writing: Publishing	CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
6	Moments in History	7	Informational Writing: Publishing	CCSS.ELA-Literacy.W.5.2e Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented
6	Moments in History	7	Informational Writing: Publishing	CCSS.ELA-Literacy.W.5.2d Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.
6	Moments in History	7	Informational Writing: Publishing	CCSS.ELA-Literacy.W.5.2c Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
6	Moments in History	7	Informational Writing: Publishing	CCSS.ELA-Literacy.W.5.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Attachment 28 - ACAD				
6	Moments in History	7	Informational Writing: Publishing	<p>CCSS.ELA-Literacy.W.5.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
6	Moments in History	7	Informational Writing: Publishing	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
6	Moments in History	8	Greek Roots and Affixes	<p>CCSS.ELA-Literacy.L.5.4b</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>
6	Moments in History	8	Greek Roots and Affixes	<p>CCSS.ELA-Literacy.L.5.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>
6	Moments in History	8	Greek Roots and Affixes	<p>CCSS.ELA-Literacy.W.5.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
6	Moments in History	8	Greek Roots and Affixes	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
6	Moments in History	9	"Young Frederick Douglass"	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
6	Moments in History	9	"Young Frederick Douglass"	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
6	Moments in History	9	"Young Frederick Douglass"	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
6	Moments in History	9	"Young Frederick Douglass"	<p>CCSS.ELA-Literacy.RI.5.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
6	Moments in History	9	"Young Frederick Douglass"	<p>CCSS.ELA-Literacy.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>

Attachment 28 - ACAD				
6	Moments in History	9	"Young Frederick Douglass"	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
6	Moments in History	10	"Young Frederick Douglass" Wrap-Up	CCSS.ELA-Literacy.RF.5.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
6	Moments in History	10	"Young Frederick Douglass" Wrap-Up	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
6	Moments in History	10	"Young Frederick Douglass" Wrap-Up	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
6	Moments in History	10	"Young Frederick Douglass" Wrap-Up	CCSS.ELA-Literacy.RF.5.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
6	Moments in History	10	"Young Frederick Douglass" Wrap-Up	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
6	Moments in History	10	"Young Frederick Douglass" Wrap-Up	CCSS.ELA-Literacy.RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
6	Moments in History	10	"Young Frederick Douglass" Wrap-Up	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
6	Moments in History	10	"Young Frederick Douglass" Wrap-Up	CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
6	Moments in History	11	"The Most Famous Woman in America"	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
6	Moments in History	11	"The Most Famous Woman in America"	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
6	Moments in History	11	"The Most Famous Woman in America"	CCSS.ELA-Literacy.L.5.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Attachment 28 - ACAD				
6	Moments in History	11	"The Most Famous Woman in America"	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
6	Moments in History	11	"The Most Famous Woman in America"	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
6	Moments in History	11	"The Most Famous Woman in America"	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
6	Moments in History	11	"The Most Famous Woman in America"	CCSS.ELA-Literacy.W.4.1b Provide reasons that are supported by facts and details.
6	Moments in History	12	"The Most Famous Woman in America" Wrap-Up	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
6	Moments in History	12	"The Most Famous Woman in America" Wrap-Up	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
6	Moments in History	12	"The Most Famous Woman in America" Wrap-Up	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
6	Moments in History	12	"The Most Famous Woman in America" Wrap-Up	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
6	Moments in History	12	"The Most Famous Woman in America" Wrap-Up	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
6	Moments in History	12	"The Most Famous Woman in America" Wrap-Up	CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
6	Moments in History	12	"The Most Famous Woman in America" Wrap-Up	CCSS.ELA-Literacy.RF.5.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
6	Moments in History	12	"The Most Famous Woman in America" Wrap-Up	CCSS.ELA-Literacy.RF.5.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
6	Moments in History	12	"The Most Famous Woman in America" Wrap-Up	CCSS.ELA-Literacy.RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
6	Moments in History	13	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
6	Moments in History	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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6	Moments in History	14	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.L.5.2d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use underlining, quotation marks, or italics to indicate titles of works.</p>
6	Moments in History	14	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.W.5.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>
6	Moments in History	14	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.W.5.9a</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p>
6	Moments in History	14	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.RI.5.8</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>
6	Moments in History	14	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.RI.5.6</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>
6	Moments in History	14	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
6	Moments in History	14	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.RI.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
6	Moments in History	14	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.L.5.1e</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use correlative conjunctions (e.g., either/or, neither/nor).</p>
6	Moments in History	14	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.L.5.1a</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>
6	Moments in History	14	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.W.5.8</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
6	Moments in History	14	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.W.5.2e</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Provide a concluding statement or section related to the information or explanation presented</p>
6	Moments in History	14	Big Ideas: Respond to a Prompt	<p>CCSS.ELA-Literacy.W.5.2d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>

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6	Moments in History	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.5.2c Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
6	Moments in History	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.5.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
6	Moments in History	14	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.5.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
7	Mid-Year Test	1	Mid-Year Test, Part 1	Multiple All assessed standards covered by this point in the course
7	Mid-Year Test	2	Mid-Year Test, Part 2	Multiple All assessed standards covered by this point in the course
7	Mid-Year Test	3	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
8	Persuasion and Opinion	1	Microscopes (A)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
8	Persuasion and Opinion	1	Microscopes (A)	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
8	Persuasion and Opinion	1	Microscopes (A)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
8	Persuasion and Opinion	1	Microscopes (A)	CCSS.ELA-Literacy.W.4.1b Provide reasons that are supported by facts and details.
8	Persuasion and Opinion	1	Microscopes (A)	CCSS.ELA-Literacy.L.5.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
8	Persuasion and Opinion	1	Microscopes (A)	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
8	Persuasion and Opinion	1	Microscopes (A)	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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8	Persuasion and Opinion	2	Microscopes (B)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
8	Persuasion and Opinion	2	Microscopes (B)	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
8	Persuasion and Opinion	2	Microscopes (B)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
8	Persuasion and Opinion	2	Microscopes (B)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
8	Persuasion and Opinion	2	Microscopes (B)	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
8	Persuasion and Opinion	2	Microscopes (B)	CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
8	Persuasion and Opinion	3	Microscopes (C)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
8	Persuasion and Opinion	3	Microscopes (C)	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
8	Persuasion and Opinion	3	Microscopes (C)	CCSS.ELA-Literacy.RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
8	Persuasion and Opinion	3	Microscopes (C)	CCSS.ELA-Literacy.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
8	Persuasion and Opinion	3	Microscopes (C)	CCSS.ELA-Literacy.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
8	Persuasion and Opinion	3	Microscopes (C)	CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
8	Persuasion and Opinion	4	Microscopes Wrap-Up	CCSS.ELA-Literacy.RF.5.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
8	Persuasion and Opinion	4	Microscopes Wrap-Up	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.

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8	Persuasion and Opinion	4	Microscopes Wrap-Up	CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
8	Persuasion and Opinion	4	Microscopes Wrap-Up	CCSS.ELA-Literacy.RF.5.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
8	Persuasion and Opinion	4	Microscopes Wrap-Up	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
8	Persuasion and Opinion	4	Microscopes Wrap-Up	CCSS.ELA-Literacy.RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
8	Persuasion and Opinion	4	Microscopes Wrap-Up	CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
8	Persuasion and Opinion	4	Microscopes Wrap-Up	CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
8	Persuasion and Opinion	4	Microscopes Wrap-Up	CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
8	Persuasion and Opinion	4	Microscopes Wrap-Up	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
8	Persuasion and Opinion	5	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
8	Persuasion and Opinion	6	Latin Roots and Affixes	CCSS.ELA-Literacy.L.5.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
8	Persuasion and Opinion	6	Latin Roots and Affixes	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
8	Persuasion and Opinion	6	Latin Roots and Affixes	CCSS.ELA-Literacy.L.5.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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8	Persuasion and Opinion	6	Latin Roots and Affixes	CCSS.ELA-Literacy.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
8	Persuasion and Opinion	6	Latin Roots and Affixes	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
8	Persuasion and Opinion	7	Opinion Writing Skills (A)	CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information
8	Persuasion and Opinion	7	Opinion Writing Skills (A)	CCSS.ELA-Literacy.W.5.1a Write opinion pieces on topics or texts, supporting a point of view with reasons and information Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
8	Persuasion and Opinion	7	Opinion Writing Skills (A)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
8	Persuasion and Opinion	7	Opinion Writing Skills (A)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
8	Persuasion and Opinion	7	Opinion Writing Skills (A)	CCSS.ELA-Literacy.L.5.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series.
8	Persuasion and Opinion	7	Opinion Writing Skills (A)	CCSS.ELA-Literacy.W.5.1b Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide logically ordered reasons that are supported by facts and details.
8	Persuasion and Opinion	7	Opinion Writing Skills (A)	CCSS.ELA-Literacy.W.5.1c Write opinion pieces on topics or texts, supporting a point of view with reasons and information Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
8	Persuasion and Opinion	8	Opinion Writing Skills (B)	CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information
8	Persuasion and Opinion	8	Opinion Writing Skills (B)	CCSS.ELA-Literacy.W.5.1b Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide logically ordered reasons that are supported by facts and details.
8	Persuasion and Opinion	8	Opinion Writing Skills (B)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

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8	Persuasion and Opinion	8	Opinion Writing Skills (B)	<p>CCSS.ELA-Literacy.L.5.2b</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use a comma to separate an introductory element from the rest of the sentence.</p>
8	Persuasion and Opinion	8	Opinion Writing Skills (B)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
8	Persuasion and Opinion	8	Opinion Writing Skills (B)	<p>CCSS.ELA-Literacy.W.5.1a</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p>
8	Persuasion and Opinion	8	Opinion Writing Skills (B)	<p>CCSS.ELA-Literacy.W.5.1c</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>
8	Persuasion and Opinion	9	Opinion Writing Skills (C)	<p>CCSS.ELA-Literacy.W.5.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p>
8	Persuasion and Opinion	9	Opinion Writing Skills (C)	<p>CCSS.ELA-Literacy.W.5.1c</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>
8	Persuasion and Opinion	9	Opinion Writing Skills (C)	<p>CCSS.ELA-Literacy.W.5.1d</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Provide a concluding statement or section related to the opinion presented.</p>
8	Persuasion and Opinion	9	Opinion Writing Skills (C)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
8	Persuasion and Opinion	9	Opinion Writing Skills (C)	<p>CCSS.ELA-Literacy.L.5.2b</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use a comma to separate an introductory element from the rest of the sentence.</p>
8	Persuasion and Opinion	9	Opinion Writing Skills (C)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
8	Persuasion and Opinion	9	Opinion Writing Skills (C)	<p>CCSS.ELA-Literacy.L.5.2a</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use punctuation to separate items in a series.</p>
8	Persuasion and Opinion	9	Opinion Writing Skills (C)	<p>CCSS.ELA-Literacy.L.4.1g</p> <p>Correctly use frequently confused words (e.g., to, too, two; there, their).</p>

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8	Persuasion and Opinion	9	Opinion Writing Skills (C)	CCSS.ELA-Literacy.W.5.1a Write opinion pieces on topics or texts, supporting a point of view with reasons and information Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
8	Persuasion and Opinion	9	Opinion Writing Skills (C)	CCSS.ELA-Literacy.W.5.1b Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide logically ordered reasons that are supported by facts and details.
8	Persuasion and Opinion	10	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.5.1c Write opinion pieces on topics or texts, supporting a point of view with reasons and information Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
8	Persuasion and Opinion	10	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.5.1d Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide a concluding statement or section related to the opinion presented.
8	Persuasion and Opinion	10	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.5.1b Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide logically ordered reasons that are supported by facts and details.
8	Persuasion and Opinion	10	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.5.1a Write opinion pieces on topics or texts, supporting a point of view with reasons and information Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
8	Persuasion and Opinion	10	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
8	Persuasion and Opinion	10	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.L.5.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate an introductory element from the rest of the sentence.
8	Persuasion and Opinion	10	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
8	Persuasion and Opinion	10	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

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8	Persuasion and Opinion	10	Opinion Writing Skills Wrap-Up	CCSS.ELA-Literacy.L.5.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series.
8	Persuasion and Opinion	11	Solar Power (A)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
8	Persuasion and Opinion	11	Solar Power (A)	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
8	Persuasion and Opinion	11	Solar Power (A)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
8	Persuasion and Opinion	11	Solar Power (A)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
8	Persuasion and Opinion	11	Solar Power (A)	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
8	Persuasion and Opinion	11	Solar Power (A)	CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
8	Persuasion and Opinion	12	Solar Power (B)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
8	Persuasion and Opinion	12	Solar Power (B)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
8	Persuasion and Opinion	12	Solar Power (B)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
8	Persuasion and Opinion	12	Solar Power (B)	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
8	Persuasion and Opinion	12	Solar Power (B)	CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
8	Persuasion and Opinion	12	Solar Power (B)	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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8	Persuasion and Opinion	13	Solar Power (C)	<p>CCSS.ELA-Literacy.RF.5.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
8	Persuasion and Opinion	13	Solar Power (C)	<p>CCSS.ELA-Literacy.RI.5.8</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>
8	Persuasion and Opinion	13	Solar Power (C)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
8	Persuasion and Opinion	13	Solar Power (C)	<p>CCSS.ELA-Literacy.RI.5.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
8	Persuasion and Opinion	13	Solar Power (C)	<p>CCSS.ELA-Literacy.RI.5.9</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
8	Persuasion and Opinion	14	Solar Power Wrap-Up	<p>CCSS.ELA-Literacy.RF.5.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
8	Persuasion and Opinion	14	Solar Power Wrap-Up	<p>CCSS.ELA-Literacy.RI.5.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
8	Persuasion and Opinion	14	Solar Power Wrap-Up	<p>CCSS.ELA-Literacy.RF.5.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
8	Persuasion and Opinion	14	Solar Power Wrap-Up	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
8	Persuasion and Opinion	14	Solar Power Wrap-Up	<p>CCSS.ELA-Literacy.RF.5.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
8	Persuasion and Opinion	14	Solar Power Wrap-Up	<p>CCSS.ELA-Literacy.RI.5.9</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
8	Persuasion and Opinion	14	Solar Power Wrap-Up	<p>CCSS.ELA-Literacy.RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
8	Persuasion and Opinion	14	Solar Power Wrap-Up	<p>CCSS.ELA-Literacy.RI.5.8</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>

Attachment 28 - ACAD				
8	Persuasion and Opinion	15	Big Ideas: Mini-Project	CCSS.ELA-Literacy.L.5.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
8	Persuasion and Opinion	15	Big Ideas: Mini-Project	CCSS.ELA-Literacy.W.5.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
8	Persuasion and Opinion	15	Big Ideas: Mini-Project	CCSS.ELA-Literacy.W.5.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
8	Persuasion and Opinion	15	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
8	Persuasion and Opinion	15	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
8	Persuasion and Opinion	15	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
8	Persuasion and Opinion	15	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
8	Persuasion and Opinion	15	Big Ideas: Mini-Project	CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
8	Persuasion and Opinion	15	Big Ideas: Mini-Project	CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information
9	Get to Know a Supreme Court Justice	1	Who Is Sonia Sotomayor? (A)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Get to Know a Supreme Court Justice	1	Who Is Sonia Sotomayor? (A)	CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
9	Get to Know a Supreme Court Justice	1	Who Is Sonia Sotomayor? (A)	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
9	Get to Know a Supreme Court Justice	1	Who Is Sonia Sotomayor? (A)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

Attachment 28 - ACAD				
9	Get to Know a Supreme Court Justice	1	Who Is Sonia Sotomayor? (A)	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
9	Get to Know a Supreme Court Justice	1	Who Is Sonia Sotomayor? (A)	<p>CCSS.ELA-Literacy.RI.5.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
9	Get to Know a Supreme Court Justice	1	Who Is Sonia Sotomayor? (A)	<p>CCSS.ELA-Literacy.RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
9	Get to Know a Supreme Court Justice	1	Who Is Sonia Sotomayor? (A)	<p>CCSS.ELA-Literacy.RI.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
9	Get to Know a Supreme Court Justice	1	Who Is Sonia Sotomayor? (A)	<p>CCSS.ELA-Literacy.RF.5.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
9	Get to Know a Supreme Court Justice	2	Who Is Sonia Sotomayor? (B)	<p>CCSS.ELA-Literacy.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>
9	Get to Know a Supreme Court Justice	2	Who Is Sonia Sotomayor? (B)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
9	Get to Know a Supreme Court Justice	2	Who Is Sonia Sotomayor? (B)	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
9	Get to Know a Supreme Court Justice	2	Who Is Sonia Sotomayor? (B)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
9	Get to Know a Supreme Court Justice	2	Who Is Sonia Sotomayor? (B)	<p>CCSS.ELA-Literacy.RI.5.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
9	Get to Know a Supreme Court Justice	2	Who Is Sonia Sotomayor? (B)	<p>CCSS.ELA-Literacy.RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
9	Get to Know a Supreme Court Justice	2	Who Is Sonia Sotomayor? (B)	<p>CCSS.ELA-Literacy.RI.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

Attachment 28 - ACAD				
9	Get to Know a Supreme Court Justice	2	Who Is Sonia Sotomayor? (B)	<p>CCSS.ELA-Literacy.RF.5.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
9	Get to Know a Supreme Court Justice	3	Who Is Sonia Sotomayor? (C)	<p>CCSS.ELA-Literacy.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>
9	Get to Know a Supreme Court Justice	3	Who Is Sonia Sotomayor? (C)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
9	Get to Know a Supreme Court Justice	3	Who Is Sonia Sotomayor? (C)	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
9	Get to Know a Supreme Court Justice	3	Who Is Sonia Sotomayor? (C)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
9	Get to Know a Supreme Court Justice	3	Who Is Sonia Sotomayor? (C)	<p>CCSS.ELA-Literacy.RI.5.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
9	Get to Know a Supreme Court Justice	3	Who Is Sonia Sotomayor? (C)	<p>CCSS.ELA-Literacy.RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
9	Get to Know a Supreme Court Justice	3	Who Is Sonia Sotomayor? (C)	<p>CCSS.ELA-Literacy.RI.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
9	Get to Know a Supreme Court Justice	3	Who Is Sonia Sotomayor? (C)	<p>CCSS.ELA-Literacy.RF.5.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
9	Get to Know a Supreme Court Justice	4	Who Is Sonia Sotomayor? Wrap-Up	<p>CCSS.ELA-Literacy.RF.5.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
9	Get to Know a Supreme Court Justice	4	Who Is Sonia Sotomayor? Wrap-Up	<p>CCSS.ELA-Literacy.RI.5.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
9	Get to Know a Supreme Court Justice	4	Who Is Sonia Sotomayor? Wrap-Up	<p>CCSS.ELA-Literacy.RI.5.5</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>

Attachment 28 - ACAD				
9	Get to Know a Supreme Court Justice	4	Who Is Sonia Sotomayor? Wrap-Up	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Get to Know a Supreme Court Justice	4	Who Is Sonia Sotomayor? Wrap-Up	CCSS.ELA-Literacy.RF.5.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
9	Get to Know a Supreme Court Justice	4	Who Is Sonia Sotomayor? Wrap-Up	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Get to Know a Supreme Court Justice	4	Who Is Sonia Sotomayor? Wrap-Up	CCSS.ELA-Literacy.RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
9	Get to Know a Supreme Court Justice	4	Who Is Sonia Sotomayor? Wrap-Up	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
9	Get to Know a Supreme Court Justice	4	Who Is Sonia Sotomayor? Wrap-Up	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
9	Get to Know a Supreme Court Justice	4	Who Is Sonia Sotomayor? Wrap-Up	CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
9	Get to Know a Supreme Court Justice	5	Sonia Sotomayor's Opening Statement	CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
9	Get to Know a Supreme Court Justice	5	Sonia Sotomayor's Opening Statement	CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
9	Get to Know a Supreme Court Justice	5	Sonia Sotomayor's Opening Statement	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
9	Get to Know a Supreme Court Justice	5	Sonia Sotomayor's Opening Statement	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Get to Know a Supreme Court Justice	5	Sonia Sotomayor's Opening Statement	CCSS.ELA-Literacy.L.5.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
9	Get to Know a Supreme Court Justice	5	Sonia Sotomayor's Opening Statement	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Get to Know a Supreme Court Justice	5	Sonia Sotomayor's Opening Statement	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.

Attachment 28 - ACAS				
9	Get to Know a Supreme Court Justice	5	Sonia Sotomayor's Opening Statement	CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
9	Get to Know a Supreme Court Justice	5	Sonia Sotomayor's Opening Statement	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
9	Get to Know a Supreme Court Justice	5	Sonia Sotomayor's Opening Statement	CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
9	Get to Know a Supreme Court Justice	6	Sonia Sotomayor's Opening Statement Wrap-Up	CCSS.ELA-Literacy.RF.5.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
9	Get to Know a Supreme Court Justice	6	Sonia Sotomayor's Opening Statement Wrap-Up	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
9	Get to Know a Supreme Court Justice	6	Sonia Sotomayor's Opening Statement Wrap-Up	CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
9	Get to Know a Supreme Court Justice	6	Sonia Sotomayor's Opening Statement Wrap-Up	CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
9	Get to Know a Supreme Court Justice	6	Sonia Sotomayor's Opening Statement Wrap-Up	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
9	Get to Know a Supreme Court Justice	6	Sonia Sotomayor's Opening Statement Wrap-Up	CCSS.ELA-Literacy.RF.5.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
9	Get to Know a Supreme Court Justice	6	Sonia Sotomayor's Opening Statement Wrap-Up	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Get to Know a Supreme Court Justice	6	Sonia Sotomayor's Opening Statement Wrap-Up	CCSS.ELA-Literacy.RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
9	Get to Know a Supreme Court Justice	6	Sonia Sotomayor's Opening Statement Wrap-Up	CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
9	Get to Know a Supreme Court Justice	6	Sonia Sotomayor's Opening Statement Wrap-Up	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
9	Get to Know a Supreme Court Justice	7	Logical Relationships	CCSS.ELA-Literacy.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
9	Get to Know a Supreme Court Justice	7	Logical Relationships	CCSS.ELA-Literacy.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Attachment 28 - ACAD				
9	Get to Know a Supreme Court Justice	7	Logical Relationships	CCSS.ELA-Literacy.L.5.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
9	Get to Know a Supreme Court Justice	7	Logical Relationships	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Get to Know a Supreme Court Justice	8	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
9	Get to Know a Supreme Court Justice	8	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
9	Get to Know a Supreme Court Justice	8	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Get to Know a Supreme Court Justice	8	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.L.5.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
9	Get to Know a Supreme Court Justice	8	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
9	Get to Know a Supreme Court Justice	8	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Get to Know a Supreme Court Justice	8	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information
9	Get to Know a Supreme Court Justice	8	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.L.5.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate an introductory element from the rest of the sentence.
9	Get to Know a Supreme Court Justice	8	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.L.5.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series.
9	Get to Know a Supreme Court Justice	8	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.
9	Get to Know a Supreme Court Justice	8	Opinion Writing: Prewriting (A)	CCSS.ELA-Literacy.W.5.1a Write opinion pieces on topics or texts, supporting a point of view with reasons and information Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

Attachment 28 - ACAD				
9	Get to Know a Supreme Court Justice	8	Opinion Writing: Prewriting (A) CCSS.ELA-Literacy.W.5.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide logically ordered reasons that are supported by facts and details.
9	Get to Know a Supreme Court Justice	8	Opinion Writing: Prewriting (A) CCSS.ELA-Literacy.W.5.1c	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
9	Get to Know a Supreme Court Justice	9	Opinion Writing: Prewriting (B) CCSS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
9	Get to Know a Supreme Court Justice	9	Opinion Writing: Prewriting (B) CCSS.ELA-Literacy.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9	Get to Know a Supreme Court Justice	9	Opinion Writing: Prewriting (B) CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
9	Get to Know a Supreme Court Justice	9	Opinion Writing: Prewriting (B) CCSS.ELA-Literacy.W.5.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide logically ordered reasons that are supported by facts and details.
9	Get to Know a Supreme Court Justice	9	Opinion Writing: Prewriting (B) CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Get to Know a Supreme Court Justice	9	Opinion Writing: Prewriting (B) CCSS.ELA-Literacy.L.5.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
9	Get to Know a Supreme Court Justice	9	Opinion Writing: Prewriting (B) CCSS.ELA-Literacy.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
9	Get to Know a Supreme Court Justice	9	Opinion Writing: Prewriting (B) CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Get to Know a Supreme Court Justice	9	Opinion Writing: Prewriting (B) CCSS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information
9	Get to Know a Supreme Court Justice	9	Opinion Writing: Prewriting (B) CCSS.ELA-Literacy.W.5.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

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9	Get to Know a Supreme Court Justice	9	Opinion Writing: Prewriting (B)	CCSS.ELA-Literacy.W.5.1c Write opinion pieces on topics or texts, supporting a point of view with reasons and information Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
9	Get to Know a Supreme Court Justice	10	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
9	Get to Know a Supreme Court Justice	10	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
9	Get to Know a Supreme Court Justice	10	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.W.5.1a Write opinion pieces on topics or texts, supporting a point of view with reasons and information Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
9	Get to Know a Supreme Court Justice	10	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Get to Know a Supreme Court Justice	10	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.L.5.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
9	Get to Know a Supreme Court Justice	10	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9	Get to Know a Supreme Court Justice	10	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
9	Get to Know a Supreme Court Justice	10	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Get to Know a Supreme Court Justice	10	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information
9	Get to Know a Supreme Court Justice	10	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.W.5.1b Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide logically ordered reasons that are supported by facts and details.
9	Get to Know a Supreme Court Justice	10	Opinion Writing: Prewriting (C)	CCSS.ELA-Literacy.W.5.1c Write opinion pieces on topics or texts, supporting a point of view with reasons and information Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
9	Get to Know a Supreme Court Justice	11	Opinion Writing: Drafting (A)	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

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9	Get to Know a Supreme Court Justice	11	Opinion Writing: Drafting (A) CCSS.ELA-Literacy.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9	Get to Know a Supreme Court Justice	11	Opinion Writing: Drafting (A) CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
9	Get to Know a Supreme Court Justice	11	Opinion Writing: Drafting (A) CCSS.ELA-Literacy.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
9	Get to Know a Supreme Court Justice	11	Opinion Writing: Drafting (A) CCSS.ELA-Literacy.W.5.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide logically ordered reasons that are supported by facts and details.
9	Get to Know a Supreme Court Justice	11	Opinion Writing: Drafting (A) CCSS.ELA-Literacy.W.5.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
9	Get to Know a Supreme Court Justice	11	Opinion Writing: Drafting (A) CCSS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information
9	Get to Know a Supreme Court Justice	11	Opinion Writing: Drafting (A) CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Get to Know a Supreme Court Justice	11	Opinion Writing: Drafting (A) CCSS.ELA-Literacy.L.5.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
9	Get to Know a Supreme Court Justice	11	Opinion Writing: Drafting (A) CCSS.ELA-Literacy.W.5.1c	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
9	Get to Know a Supreme Court Justice	11	Opinion Writing: Drafting (A) CCSS.ELA-Literacy.W.5.1d	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide a concluding statement or section related to the opinion presented.
9	Get to Know a Supreme Court Justice	11	Opinion Writing: Drafting (A) CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Get to Know a Supreme Court Justice	11	Opinion Writing: Drafting (A) CCSS.ELA-Literacy.L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.

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9	Get to Know a Supreme Court Justice	11	Opinion Writing: Drafting (A)	CCSS.ELA-Literacy.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
9	Get to Know a Supreme Court Justice	12	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
9	Get to Know a Supreme Court Justice	12	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
9	Get to Know a Supreme Court Justice	12	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9	Get to Know a Supreme Court Justice	12	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.W.5.1b Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide logically ordered reasons that are supported by facts and details.
9	Get to Know a Supreme Court Justice	12	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.W.5.1a Write opinion pieces on topics or texts, supporting a point of view with reasons and information Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
9	Get to Know a Supreme Court Justice	12	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information
9	Get to Know a Supreme Court Justice	12	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
9	Get to Know a Supreme Court Justice	12	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.L.5.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
9	Get to Know a Supreme Court Justice	12	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
9	Get to Know a Supreme Court Justice	12	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.W.5.1c Write opinion pieces on topics or texts, supporting a point of view with reasons and information Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
9	Get to Know a Supreme Court Justice	12	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.W.5.1d Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide a concluding statement or section related to the opinion presented.

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9	Get to Know a Supreme Court Justice	12	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
9	Get to Know a Supreme Court Justice	12	Opinion Writing: Drafting (B)	CCSS.ELA-Literacy.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
9	Get to Know a Supreme Court Justice	13	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
9	Get to Know a Supreme Court Justice	14	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
9	Get to Know a Supreme Court Justice	14	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.W.5.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
9	Get to Know a Supreme Court Justice	14	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.W.5.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
9	Get to Know a Supreme Court Justice	14	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
9	Get to Know a Supreme Court Justice	14	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
9	Get to Know a Supreme Court Justice	14	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
9	Get to Know a Supreme Court Justice	14	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
9	Get to Know a Supreme Court Justice	14	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.L.5.5b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.
9	Get to Know a Supreme Court Justice	14	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9	Get to Know a Supreme Court Justice	14	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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9	Get to Know a Supreme Court Justice	14	Big Ideas: Critical Skills Assignment	CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
10	Inside Out and Back Again	1	Homonyms and Homographs	CCSS.ELA-Literacy.L.5.5c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
10	Inside Out and Back Again	1	Homonyms and Homographs	CCSS.ELA-Literacy.L.5.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
10	Inside Out and Back Again	1	Homonyms and Homographs	CCSS.ELA-Literacy.L.5.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
10	Inside Out and Back Again	1	Homonyms and Homographs	CCSS.ELA-Literacy.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
10	Inside Out and Back Again	1	Homonyms and Homographs	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Inside Out and Back Again	2	Keyboarding and Your Choice	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
10	Inside Out and Back Again	3	Inside Out and Back Again (A)	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
10	Inside Out and Back Again	3	Inside Out and Back Again (A)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Inside Out and Back Again	3	Inside Out and Back Again (A)	CCSS.ELA-Literacy.RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
10	Inside Out and Back Again	3	Inside Out and Back Again (A)	CCSS.ELA-Literacy.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

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10	Inside Out and Back Again	3	Inside Out and Back Again (A)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
10	Inside Out and Back Again	3	Inside Out and Back Again (A)	CCSS.ELA-Literacy.L.5.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
10	Inside Out and Back Again	3	Inside Out and Back Again (A)	CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
10	Inside Out and Back Again	4	Inside Out and Back Again (B)	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
10	Inside Out and Back Again	4	Inside Out and Back Again (B)	CCSS.ELA-Literacy.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.
10	Inside Out and Back Again	4	Inside Out and Back Again (B)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
10	Inside Out and Back Again	4	Inside Out and Back Again (B)	CCSS.ELA-Literacy.L.5.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
10	Inside Out and Back Again	4	Inside Out and Back Again (B)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Inside Out and Back Again	5	Inside Out and Back Again (C)	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
10	Inside Out and Back Again	5	Inside Out and Back Again (C)	CCSS.ELA-Literacy.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.
10	Inside Out and Back Again	5	Inside Out and Back Again (C)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

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10	Inside Out and Back Again	5	Inside Out and Back Again (C)	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
10	Inside Out and Back Again	5	Inside Out and Back Again (C)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
10	Inside Out and Back Again	6	Inside Out and Back Again (D)	<p>CCSS.ELA-Literacy.RL.5.2</p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>
10	Inside Out and Back Again	6	Inside Out and Back Again (D)	<p>CCSS.ELA-Literacy.RL.5.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>
10	Inside Out and Back Again	6	Inside Out and Back Again (D)	<p>CCSS.ELA-Literacy.RL.5.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
10	Inside Out and Back Again	6	Inside Out and Back Again (D)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
10	Inside Out and Back Again	6	Inside Out and Back Again (D)	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
10	Inside Out and Back Again	6	Inside Out and Back Again (D)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
10	Inside Out and Back Again	7	Inside Out and Back Again (E)	<p>CCSS.ELA-Literacy.RL.5.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>
10	Inside Out and Back Again	7	Inside Out and Back Again (E)	<p>CCSS.ELA-Literacy.RL.5.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
10	Inside Out and Back Again	7	Inside Out and Back Again (E)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
10	Inside Out and Back Again	7	Inside Out and Back Again (E)	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

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10	Inside Out and Back Again	7	Inside Out and Back Again (E)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Inside Out and Back Again	7	Inside Out and Back Again (E)	CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
10	Inside Out and Back Again	8	Inside Out and Back Again (F)	CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
10	Inside Out and Back Again	8	Inside Out and Back Again (F)	CCSS.ELA-Literacy.W.5.3a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
10	Inside Out and Back Again	8	Inside Out and Back Again (F)	CCSS.ELA-Literacy.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
10	Inside Out and Back Again	8	Inside Out and Back Again (F)	CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
10	Inside Out and Back Again	8	Inside Out and Back Again (F)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
10	Inside Out and Back Again	8	Inside Out and Back Again (F)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
10	Inside Out and Back Again	8	Inside Out and Back Again (F)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Inside Out and Back Again	8	Inside Out and Back Again (F)	CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
10	Inside Out and Back Again	9	Inside Out and Back Again (G)	CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
10	Inside Out and Back Again	9	Inside Out and Back Again (G)	CCSS.ELA-Literacy.W.5.3d	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.

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10	Inside Out and Back Again	9	Inside Out and Back Again (G)	CCSS.ELA-Literacy.W.5.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
10	Inside Out and Back Again	9	Inside Out and Back Again (G)	CCSS.ELA-Literacy.W.5.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
10	Inside Out and Back Again	9	Inside Out and Back Again (G)	CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
10	Inside Out and Back Again	9	Inside Out and Back Again (G)	CCSS.ELA-Literacy.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.
10	Inside Out and Back Again	9	Inside Out and Back Again (G)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
10	Inside Out and Back Again	9	Inside Out and Back Again (G)	CCSS.ELA-Literacy.L.5.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
10	Inside Out and Back Again	9	Inside Out and Back Again (G)	CCSS.ELA-Literacy.L.5.3b Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
10	Inside Out and Back Again	9	Inside Out and Back Again (G)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Inside Out and Back Again	9	Inside Out and Back Again (G)	CCSS.ELA-Literacy.L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
10	Inside Out and Back Again	10	Inside Out and Back Again (H)	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
10	Inside Out and Back Again	10	Inside Out and Back Again (H)	CCSS.ELA-Literacy.W.5.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.

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10	Inside Out and Back Again	10	Inside Out and Back Again (H)	<p>CCSS.ELA-Literacy.W.5.3b</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>
10	Inside Out and Back Again	10	Inside Out and Back Again (H)	<p>CCSS.ELA-Literacy.W.5.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
10	Inside Out and Back Again	10	Inside Out and Back Again (H)	<p>CCSS.ELA-Literacy.W.5.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
10	Inside Out and Back Again	10	Inside Out and Back Again (H)	<p>CCSS.ELA-Literacy.RL.5.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
10	Inside Out and Back Again	10	Inside Out and Back Again (H)	<p>CCSS.ELA-Literacy.RL.5.2</p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>
10	Inside Out and Back Again	10	Inside Out and Back Again (H)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
10	Inside Out and Back Again	10	Inside Out and Back Again (H)	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
10	Inside Out and Back Again	10	Inside Out and Back Again (H)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
10	Inside Out and Back Again	11	Inside Out and Back Again Wrap-Up	<p>CCSS.ELA-Literacy.RF.5.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
10	Inside Out and Back Again	11	Inside Out and Back Again Wrap-Up	<p>CCSS.ELA-Literacy.RI.5.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
10	Inside Out and Back Again	11	Inside Out and Back Again Wrap-Up	<p>CCSS.ELA-Literacy.RL.5.6</p> <p>Describe how a narrator's or speaker's point of view influences how events are described.</p>
10	Inside Out and Back Again	11	Inside Out and Back Again Wrap-Up	<p>CCSS.ELA-Literacy.RL.5.2</p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>

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10	Inside Out and Back Again	11	Inside Out and Back Again Wrap-Up	CCSS.ELA-Literacy.RF.5.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
10	Inside Out and Back Again	11	Inside Out and Back Again Wrap-Up	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Inside Out and Back Again	11	Inside Out and Back Again Wrap-Up	CCSS.ELA-Literacy.RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
10	Inside Out and Back Again	11	Inside Out and Back Again Wrap-Up	CCSS.ELA-Literacy.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.
10	Inside Out and Back Again	11	Inside Out and Back Again Wrap-Up	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
10	Inside Out and Back Again	11	Inside Out and Back Again Wrap-Up	CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
10	Inside Out and Back Again	12	Opinion Writing: Revising	CCSS.ELA-Literacy.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
10	Inside Out and Back Again	12	Opinion Writing: Revising	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
10	Inside Out and Back Again	12	Opinion Writing: Revising	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
10	Inside Out and Back Again	12	Opinion Writing: Revising	CCSS.ELA-Literacy.W.5.1c Write opinion pieces on topics or texts, supporting a point of view with reasons and information Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
10	Inside Out and Back Again	12	Opinion Writing: Revising	CCSS.ELA-Literacy.W.5.1d Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide a concluding statement or section related to the opinion presented.
10	Inside Out and Back Again	12	Opinion Writing: Revising	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
10	Inside Out and Back Again	12	Opinion Writing: Revising	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Inside Out and Back Again	12	Opinion Writing: Revising	CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

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10	Inside Out and Back Again	12	Opinion Writing: Revising CCSS.ELA-Literacy.W.5.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
10	Inside Out and Back Again	12	Opinion Writing: Revising CCSS.ELA-Literacy.W.5.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide logically ordered reasons that are supported by facts and details.
10	Inside Out and Back Again	12	Opinion Writing: Revising CCSS.ELA-Literacy.W.5.1d	Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide a concluding statement or section related to the opinion presented.
10	Inside Out and Back Again	13	Opinion Writing: Proofreading CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
10	Inside Out and Back Again	13	Opinion Writing: Proofreading CCSS.ELA-Literacy.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
10	Inside Out and Back Again	13	Opinion Writing: Proofreading CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
10	Inside Out and Back Again	13	Opinion Writing: Proofreading CCSS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
10	Inside Out and Back Again	13	Opinion Writing: Proofreading CCSS.ELA-Literacy.W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
10	Inside Out and Back Again	13	Opinion Writing: Proofreading CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Inside Out and Back Again	13	Opinion Writing: Proofreading CCSS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information
10	Inside Out and Back Again	13	Opinion Writing: Proofreading CCSS.ELA-Literacy.L.5.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate an introductory element from the rest of the sentence.
10	Inside Out and Back Again	13	Opinion Writing: Proofreading CCSS.ELA-Literacy.L.5.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series.

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10	Inside Out and Back Again	13	Opinion Writing: Proofreading	<p>CCSS.ELA-Literacy.W.5.1a</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p>
10	Inside Out and Back Again	13	Opinion Writing: Proofreading	<p>CCSS.ELA-Literacy.W.5.1b</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Provide logically ordered reasons that are supported by facts and details.</p>
10	Inside Out and Back Again	13	Opinion Writing: Proofreading	<p>CCSS.ELA-Literacy.W.5.1c</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>
10	Inside Out and Back Again	14	Opinion Writing: Publishing	<p>CCSS.ELA-Literacy.W.5.6</p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
10	Inside Out and Back Again	14	Opinion Writing: Publishing	<p>CCSS.ELA-Literacy.W.5.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
10	Inside Out and Back Again	14	Opinion Writing: Publishing	<p>CCSS.ELA-Literacy.W.5.7</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
10	Inside Out and Back Again	14	Opinion Writing: Publishing	<p>CCSS.ELA-Literacy.W.5.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p>
10	Inside Out and Back Again	14	Opinion Writing: Publishing	<p>CCSS.ELA-Literacy.W.5.8</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
10	Inside Out and Back Again	14	Opinion Writing: Publishing	<p>CCSS.ELA-Literacy.W.5.1c</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>
10	Inside Out and Back Again	14	Opinion Writing: Publishing	<p>CCSS.ELA-Literacy.W.5.1d</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Provide a concluding statement or section related to the opinion presented.</p>
10	Inside Out and Back Again	14	Opinion Writing: Publishing	<p>CCSS.ELA-Literacy.W.5.1b</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Provide logically ordered reasons that are supported by facts and details.</p>
10	Inside Out and Back Again	14	Opinion Writing: Publishing	<p>CCSS.ELA-Literacy.W.5.1a</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p>

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10	Inside Out and Back Again	14	Opinion Writing: Publishing	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
10	Inside Out and Back Again	14	Opinion Writing: Publishing	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
10	Inside Out and Back Again	15	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information
10	Inside Out and Back Again	15	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.5.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
10	Inside Out and Back Again	15	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.5.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
10	Inside Out and Back Again	15	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.5.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
10	Inside Out and Back Again	15	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
10	Inside Out and Back Again	15	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
10	Inside Out and Back Again	15	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
10	Inside Out and Back Again	15	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.5.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series.
10	Inside Out and Back Again	15	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
10	Inside Out and Back Again	15	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
10	Inside Out and Back Again	15	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

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10	Inside Out and Back Again	15	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.5.1b Write opinion pieces on topics or texts, supporting a point of view with reasons and information Provide logically ordered reasons that are supported by facts and details.
10	Inside Out and Back Again	15	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.5.1a Write opinion pieces on topics or texts, supporting a point of view with reasons and information Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
11	Choice Reading Project	1	Choice Reading Project (A)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
11	Choice Reading Project	1	Choice Reading Project (A)	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
11	Choice Reading Project	1	Choice Reading Project (A)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	2	Choice Reading Project (B)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
11	Choice Reading Project	2	Choice Reading Project (B)	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
11	Choice Reading Project	2	Choice Reading Project (B)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	3	Choice Reading Project (C)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
11	Choice Reading Project	3	Choice Reading Project (C)	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
11	Choice Reading Project	3	Choice Reading Project (C)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	4	Choice Reading Project (D)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
11	Choice Reading Project	4	Choice Reading Project (D)	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

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11	Choice Reading Project	4	Choice Reading Project (D)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	5	Choice Reading Project (E)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
11	Choice Reading Project	5	Choice Reading Project (E)	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
11	Choice Reading Project	5	Choice Reading Project (E)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	6	Choice Reading Project (F)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
11	Choice Reading Project	6	Choice Reading Project (F)	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
11	Choice Reading Project	6	Choice Reading Project (F)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	7	Choice Reading Project (G)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
11	Choice Reading Project	7	Choice Reading Project (G)	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
11	Choice Reading Project	7	Choice Reading Project (G)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	8	Choice Reading Project Wrap-Up	CCSS.ELA-Literacy.RF.5.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
11	Choice Reading Project	8	Choice Reading Project Wrap-Up	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
11	Choice Reading Project	8	Choice Reading Project Wrap-Up	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

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11	Choice Reading Project	8	Choice Reading Project Wrap-Up	<p>CCSS.ELA-Literacy.W.5.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>
11	Choice Reading Project	8	Choice Reading Project Wrap-Up	<p>CCSS.ELA-Literacy.W.5.7</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
11	Choice Reading Project	8	Choice Reading Project Wrap-Up	<p>CCSS.ELA-Literacy.W.5.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
11	Choice Reading Project	8	Choice Reading Project Wrap-Up	<p>CCSS.ELA-Literacy.W.5.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
11	Choice Reading Project	8	Choice Reading Project Wrap-Up	<p>CCSS.ELA-Literacy.W.5.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>
11	Choice Reading Project	8	Choice Reading Project Wrap-Up	<p>CCSS.ELA-Literacy.W.5.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
11	Choice Reading Project	8	Choice Reading Project Wrap-Up	<p>CCSS.ELA-Literacy.RF.5.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
11	Choice Reading Project	8	Choice Reading Project Wrap-Up	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
11	Choice Reading Project	8	Choice Reading Project Wrap-Up	<p>CCSS.ELA-Literacy.RF.5.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
11	Choice Reading Project	9	Keyboarding and Your Choice	<p>CCSS.ELA-Literacy.W.5.6</p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
11	Choice Reading Project	10	Presentation Skills (A)	<p>CCSS.ELA-Literacy.L.5.3a</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>

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11	Choice Reading Project	10	Presentation Skills (A)	CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
11	Choice Reading Project	10	Presentation Skills (A)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	10	Presentation Skills (A)	CCSS.ELA-Literacy.L.3.3a Choose words and phrases for effect.
11	Choice Reading Project	10	Presentation Skills (A)	CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
11	Choice Reading Project	10	Presentation Skills (A)	CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
11	Choice Reading Project	10	Presentation Skills (A)	CCSS.ELA-Literacy.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
11	Choice Reading Project	11	Presentation Skills (B)	CCSS.ELA-Literacy.L.5.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
11	Choice Reading Project	11	Presentation Skills (B)	CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
11	Choice Reading Project	11	Presentation Skills (B)	CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
11	Choice Reading Project	11	Presentation Skills (B)	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	11	Presentation Skills (B)	CCSS.ELA-Literacy.L.4.3a Choose words and phrases to convey ideas precisely.
11	Choice Reading Project	12	Presentation Skills Wrap-Up	CCSS.ELA-Literacy.L.5.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
11	Choice Reading Project	12	Presentation Skills Wrap-Up	CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
11	Choice Reading Project	12	Presentation Skills Wrap-Up	CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
11	Choice Reading Project	12	Presentation Skills Wrap-Up	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
11	Choice Reading Project	12	Presentation Skills: Wrap-Up	CCSS.ELA-Literacy.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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11	Choice Reading Project	13	Idioms	<p>CCSS.ELA-Literacy.L.5.5b</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
11	Choice Reading Project	13	Idioms	<p>CCSS.ELA-Literacy.W.5.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
11	Choice Reading Project	13	Idioms	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
11	Choice Reading Project	14	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.L.5.5b</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
11	Choice Reading Project	14	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.W.5.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>
11	Choice Reading Project	14	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.W.5.9a</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p>
11	Choice Reading Project	14	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RI.5.9</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
11	Choice Reading Project	14	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RI.5.8</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>
11	Choice Reading Project	14	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RI.5.6</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>
11	Choice Reading Project	14	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RI.5.3</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
11	Choice Reading Project	14	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
11	Choice Reading Project	14	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RI.5.7</p> <p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>
11	Choice Reading Project	14	Big Ideas: Mini-Project	<p>CCSS.ELA-Literacy.RL.5.2</p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>

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12	Money	1	"From Barter to Bitcoin"	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
12	Money	1	"From Barter to Bitcoin"	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
12	Money	1	"From Barter to Bitcoin"	CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
12	Money	1	"From Barter to Bitcoin"	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
12	Money	1	"From Barter to Bitcoin"	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
12	Money	1	"From Barter to Bitcoin"	CCSS.ELA-Literacy.L.5.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
12	Money	1	"From Barter to Bitcoin"	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	Money	1	"From Barter to Bitcoin"	CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
12	Money	1	"From Barter to Bitcoin"	CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
12	Money	2	"From Barter to Bitcoin" Wrap-Up	CCSS.ELA-Literacy.RF.5.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
12	Money	2	"From Barter to Bitcoin" Wrap-Up	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
12	Money	2	"From Barter to Bitcoin" Wrap-Up	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
12	Money	2	"From Barter to Bitcoin" Wrap-Up	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
12	Money	2	"From Barter to Bitcoin" Wrap-Up	CCSS.ELA-Literacy.RF.5.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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12	Money	2	"From Barter to Bitcoin" Wrap-Up	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
12	Money	2	"From Barter to Bitcoin" Wrap-Up	<p>CCSS.ELA-Literacy.RF.5.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
12	Money	2	"From Barter to Bitcoin" Wrap-Up	<p>CCSS.ELA-Literacy.RI.5.3</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
12	Money	3	"Making Money"	<p>CCSS.ELA-Literacy.L.5.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>
12	Money	3	"Making Money"	<p>CCSS.ELA-Literacy.RI.5.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
12	Money	3	"Making Money"	<p>CCSS.ELA-Literacy.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>
12	Money	3	"Making Money"	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
12	Money	3	"Making Money"	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
12	Money	3	"Making Money"	<p>CCSS.ELA-Literacy.L.5.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>
12	Money	3	"Making Money"	<p>CCSS.ELA-Literacy.W.5.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
12	Money	3	"Making Money"	<p>CCSS.ELA-Literacy.RF.5.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

12	Money	3	"Making Money" Attachment 28 - ACAS	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	Money	3	"Making Money"	CCSS.ELA-Literacy.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
12	Money	3	"Making Money"	CCSS.ELA-Literacy.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
12	Money	4	"Making Money" Wrap-Up	CCSS.ELA-Literacy.RF.5.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
12	Money	4	"Making Money" Wrap-Up	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
12	Money	4	"Making Money" Wrap-Up	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
12	Money	4	"Making Money" Wrap-Up	CCSS.ELA-Literacy.RF.5.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
12	Money	4	"Making Money" Wrap-Up	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	Money	4	"Making Money" Wrap-Up	CCSS.ELA-Literacy.RF.5.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
12	Money	4	"Making Money" Wrap-Up	CCSS.ELA-Literacy.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
12	Money	4	"Making Money" Wrap-Up	CCSS.ELA-Literacy.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
12	Money	5	Economy Words	CCSS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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12	Money	5	Economy Words	<p>CCSS.ELA-Literacy.L.5.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>
12	Money	5	Economy Words	<p>CCSS.ELA-Literacy.RF.5.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
12	Money	5	Economy Words	<p>CCSS.ELA-Literacy.W.5.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
12	Money	5	Economy Words	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
12	Money	6	Presentation: Digital Tools	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
12	Money	6	Presentation: Digital Tools	<p>CCSS.ELA-Literacy.L.5.3a</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>
12	Money	6	Presentation: Digital Tools	<p>CCSS.ELA-Literacy.SL.5.5</p> <p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
12	Money	6	Presentation: Digital Tools	<p>CCSS.ELA-Literacy.SL.5.4</p> <p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
12	Money	6	Presentation: Digital Tools	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
12	Money	6	Presentation: Digital Tools	<p>CCSS.ELA-Literacy.L.3.3a</p> <p>Choose words and phrases for effect.</p>
12	Money	7	Presentation: Planning	<p>CCSS.ELA-Literacy.W.5.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
12	Money	7	Presentation: Planning	<p>CCSS.ELA-Literacy.W.5.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
12	Money	7	Presentation: Planning	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>

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12	Money	7	Presentation: Planning	CCSS.ELA-Literacy.L.5.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
12	Money	7	Presentation: Planning	CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
12	Money	7	Presentation: Planning	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
12	Money	7	Presentation: Planning	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	Money	7	Presentation: Planning	CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
12	Money	7	Presentation: Planning	CCSS.ELA-Literacy.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
12	Money	8	Presentation: Research	CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
12	Money	8	Presentation: Research	CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
12	Money	8	Presentation: Research	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
12	Money	8	Presentation: Research	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
12	Money	8	Presentation: Research	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
12	Money	8	Presentation: Research	CCSS.ELA-Literacy.L.5.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
12	Money	8	Presentation: Research	CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
12	Money	8	Presentation: Research	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	Money	8	Presentation: Research	CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

12	Money	8	Presentation: Research	CCSS.ELA-Literacy.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
12	Money	9	Presentation: Drafting (A)	CCSS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
12	Money	9	Presentation: Drafting (A)	CCSS.ELA-Literacy.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
12	Money	9	Presentation: Drafting (A)	CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
12	Money	9	Presentation: Drafting (A)	CCSS.ELA-Literacy.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
12	Money	9	Presentation: Drafting (A)	CCSS.ELA-Literacy.W.5.2d	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.
12	Money	9	Presentation: Drafting (A)	CCSS.ELA-Literacy.W.5.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
12	Money	9	Presentation: Drafting (A)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
12	Money	9	Presentation: Drafting (A)	CCSS.ELA-Literacy.L.5.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
12	Money	9	Presentation: Drafting (A)	CCSS.ELA-Literacy.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
12	Money	9	Presentation: Drafting (A)	CCSS.ELA-Literacy.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
12	Money	9	Presentation: Drafting (A)	CCSS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
12	Money	9	Presentation: Drafting (A)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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12	Money	9	Presentation: Drafting (A)	CCSS.ELA-Literacy.L.5.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series.
12	Money	9	Presentation: Drafting (A)	CCSS.ELA-Literacy.L.5.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense.
12	Money	10	Presentation: Drafting (B)	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
12	Money	10	Presentation: Drafting (B)	CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
12	Money	10	Presentation: Drafting (B)	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
12	Money	10	Presentation: Drafting (B)	CCSS.ELA-Literacy.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
12	Money	10	Presentation: Drafting (B)	CCSS.ELA-Literacy.W.5.2d Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.
12	Money	10	Presentation: Drafting (B)	CCSS.ELA-Literacy.W.5.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
12	Money	10	Presentation: Drafting (B)	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
12	Money	10	Presentation: Drafting (B)	CCSS.ELA-Literacy.L.5.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
12	Money	10	Presentation: Drafting (B)	CCSS.ELA-Literacy.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
12	Money	10	Presentation: Drafting (B)	CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
12	Money	10	Presentation: Drafting (B)	CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Attachment 28 - ACAS				
12	Money	10	Presentation: Drafting (b)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
12	Money	11	Keyboarding and Your Choice	<p>CCSS.ELA-Literacy.W.5.6</p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
12	Money	12	"The Value of Money"	<p>CCSS.ELA-Literacy.RI.5.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
12	Money	12	"The Value of Money"	<p>CCSS.ELA-Literacy.RI.5.3</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
12	Money	12	"The Value of Money"	<p>CCSS.ELA-Literacy.RL.5.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
12	Money	12	"The Value of Money"	<p>CCSS.ELA-Literacy.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>
12	Money	12	"The Value of Money"	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
12	Money	12	"The Value of Money"	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
12	Money	12	"The Value of Money"	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
12	Money	12	"The Value of Money"	<p>CCSS.ELA-Literacy.RI.5.5</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>
12	Money	12	The Value of Money	<p>CCSS.ELA-Literacy.RF.5.3a</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
12	Money	13	"The Value of Money" Wrap-Up	<p>CCSS.ELA-Literacy.RF.5.4b</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>

Attachment 28 - ACAD				
12	Money	13	"The Value of Money" Wrap-Up	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
12	Money	13	"The Value of Money" Wrap-Up	CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
12	Money	13	"The Value of Money" Wrap-Up	CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
12	Money	13	"The Value of Money" Wrap-Up	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
12	Money	13	"The Value of Money" Wrap-Up	CCSS.ELA-Literacy.RF.5.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
12	Money	13	"The Value of Money" Wrap-Up	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	Money	13	"The Value of Money" Wrap-Up	CCSS.ELA-Literacy.RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
12	Money	13	"The Value of Money" Wrap-Up	CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
12	Money	14	"The Future of Money"	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
12	Money	14	"The Future of Money"	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
12	Money	14	"The Future of Money"	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
12	Money	14	"The Future of Money"	CCSS.ELA-Literacy.L.5.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Attachment 28 - ACAS				
12	Money	14	"The Future of Money"	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	Money	14	"The Future of Money"	CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
12	Money	14	"The Future of Money"	CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
12	Money	14	"The Future of Money"	CCSS.ELA-Literacy.RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
12	Money	15	"The Future of Money" Wrap-Up	CCSS.ELA-Literacy.RF.5.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
12	Money	15	"The Future of Money" Wrap-Up	CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
12	Money	15	"The Future of Money" Wrap-Up	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
12	Money	15	"The Future of Money" Wrap-Up	CCSS.ELA-Literacy.RF.5.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
12	Money	15	"The Future of Money" Wrap-Up	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
12	Money	15	"The Future of Money" Wrap-Up	CCSS.ELA-Literacy.RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
12	Money	15	"The Future of Money" Wrap-Up	CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
12	Money	15	"The Future of Money" Wrap-Up	CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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12	Money	16	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.L.5.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>
12	Money	16	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.W.5.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>
12	Money	16	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.W.5.9a</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p>
12	Money	16	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RF.5.4c</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
12	Money	16	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.5.8</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>
12	Money	16	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.5.5</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>
12	Money	16	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.5.3</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
12	Money	16	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.L.5.5b</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
12	Money	16	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.5.6</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>
12	Money	16	Big Ideas: Critical Skills Assignment	<p>CCSS.ELA-Literacy.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>
13	The Adventures of Sherlock Holmes	1	Sayings	<p>CCSS.ELA-Literacy.L.5.5b</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p>

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13	The Adventures of Sherlock Holmes	1	Sayings	CCSS.ELA-Literacy.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
13	The Adventures of Sherlock Holmes	1	Sayings	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	The Adventures of Sherlock Holmes	2	Meet Sherlock Holmes (A)	CCSS.ELA-Literacy.L.5.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
13	The Adventures of Sherlock Holmes	2	Meet Sherlock Holmes (A)	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
13	The Adventures of Sherlock Holmes	2	Meet Sherlock Holmes (A)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
13	The Adventures of Sherlock Holmes	2	Meet Sherlock Holmes (A)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
13	The Adventures of Sherlock Holmes	2	Meet Sherlock Holmes (A)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	The Adventures of Sherlock Holmes	2	Meet Sherlock Holmes (A)	CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.
13	The Adventures of Sherlock Holmes	2	Meet Sherlock Holmes (A)	CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
13	The Adventures of Sherlock Holmes	3	Meet Sherlock Holmes (B)	CCSS.ELA-Literacy.L.5.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
13	The Adventures of Sherlock Holmes	3	Meet Sherlock Holmes (B)	CCSS.ELA-Literacy.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
13	The Adventures of Sherlock Holmes	3	Meet Sherlock Holmes (B)	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
13	The Adventures of Sherlock Holmes	3	Meet Sherlock Holmes (B)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

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13	The Adventures of Sherlock Holmes	3	Meet Sherlock Holmes (B)	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
13	The Adventures of Sherlock Holmes	3	Meet Sherlock Holmes (B)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
13	The Adventures of Sherlock Holmes	3	Meet Sherlock Holmes (B)	<p>CCSS.ELA-Literacy.RL.5.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
13	The Adventures of Sherlock Holmes	3	Meet Sherlock Holmes (B)	<p>CCSS.ELA-Literacy.RL.5.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>
13	The Adventures of Sherlock Holmes	4	Meet Sherlock Holmes (C)	<p>CCSS.ELA-Literacy.L.5.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>
13	The Adventures of Sherlock Holmes	4	Meet Sherlock Holmes (C)	<p>CCSS.ELA-Literacy.RL.5.9</p> <p>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>
13	The Adventures of Sherlock Holmes	4	Meet Sherlock Holmes (C)	<p>CCSS.ELA-Literacy.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>
13	The Adventures of Sherlock Holmes	4	Meet Sherlock Holmes (C)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
13	The Adventures of Sherlock Holmes	4	Meet Sherlock Holmes (C)	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
13	The Adventures of Sherlock Holmes	4	Meet Sherlock Holmes (C)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
13	The Adventures of Sherlock Holmes	4	Meet Sherlock Holmes (C)	<p>CCSS.ELA-Literacy.RL.5.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
13	The Adventures of Sherlock Holmes	4	Meet Sherlock Holmes (C)	<p>CCSS.ELA-Literacy.RL.5.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>

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13	The Adventures of Sherlock Holmes	5	Meet Sherlock Holmes (D)	<p>CCSS.ELA-Literacy.L.5.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>
13	The Adventures of Sherlock Holmes	5	Meet Sherlock Holmes (D)	<p>CCSS.ELA-Literacy.RL.5.2</p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>
13	The Adventures of Sherlock Holmes	5	Meet Sherlock Holmes (D)	<p>CCSS.ELA-Literacy.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>
13	The Adventures of Sherlock Holmes	5	Meet Sherlock Holmes (D)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
13	The Adventures of Sherlock Holmes	5	Meet Sherlock Holmes (D)	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
13	The Adventures of Sherlock Holmes	5	Meet Sherlock Holmes (D)	<p>CCSS.ELA-Literacy.W.5.9a</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p>
13	The Adventures of Sherlock Holmes	5	Meet Sherlock Holmes (D)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
13	The Adventures of Sherlock Holmes	5	Meet Sherlock Holmes (D)	<p>CCSS.ELA-Literacy.RL.5.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
13	The Adventures of Sherlock Holmes	6	Meet Sherlock Holmes (E)	<p>CCSS.ELA-Literacy.L.5.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>
13	The Adventures of Sherlock Holmes	6	Meet Sherlock Holmes (E)	<p>CCSS.ELA-Literacy.RL.5.7</p> <p>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>
13	The Adventures of Sherlock Holmes	6	Meet Sherlock Holmes (E)	<p>CCSS.ELA-Literacy.RL.5.2</p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>
13	The Adventures of Sherlock Holmes	6	Meet Sherlock Holmes (E)	<p>CCSS.ELA-Literacy.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>

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13	The Adventures of Sherlock Holmes	6	Meet Sherlock Holmes (E)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
13	The Adventures of Sherlock Holmes	6	Meet Sherlock Holmes (E)	<p>CCSS.ELA-Literacy.L.5.4c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
13	The Adventures of Sherlock Holmes	6	Meet Sherlock Holmes (E)	<p>CCSS.ELA-Literacy.W.5.9a</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p>
13	The Adventures of Sherlock Holmes	6	Meet Sherlock Holmes (E)	<p>CCSS.ELA-Literacy.RF.5.4a</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
13	The Adventures of Sherlock Holmes	6	Meet Sherlock Holmes (E)	<p>CCSS.ELA-Literacy.RL.5.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
13	The Adventures of Sherlock Holmes	6	Meet Sherlock Holmes (E)	<p>CCSS.ELA-Literacy.RL.5.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>
13	The Adventures of Sherlock Holmes	7	Meet Sherlock Holmes (F)	<p>CCSS.ELA-Literacy.RL.5.7</p> <p>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>
13	The Adventures of Sherlock Holmes	7	Meet Sherlock Holmes (F)	<p>CCSS.ELA-Literacy.L.5.2e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>
13	The Adventures of Sherlock Holmes	7	Meet Sherlock Holmes (F)	<p>CCSS.ELA-Literacy.RL.5.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
13	The Adventures of Sherlock Holmes	8	Meet Sherlock Holmes (G)	<p>CCSS.ELA-Literacy.L.5.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>
13	The Adventures of Sherlock Holmes	8	Meet Sherlock Holmes (G)	<p>CCSS.ELA-Literacy.RL.5.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.</p>
13	The Adventures of Sherlock Holmes	8	Meet Sherlock Holmes (G)	<p>CCSS.ELA-Literacy.RL.5.9</p> <p>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>

13	The Adventures of Sherlock Holmes	8	Meet Sherlock Holmes (G)	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
13	The Adventures of Sherlock Holmes	8	Meet Sherlock Holmes (G)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
13	The Adventures of Sherlock Holmes	8	Meet Sherlock Holmes (G)	CCSS.ELA-Literacy.L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
13	The Adventures of Sherlock Holmes	8	Meet Sherlock Holmes (G)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	The Adventures of Sherlock Holmes	8	Meet Sherlock Holmes (G)	CCSS.ELA-Literacy.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
13	The Adventures of Sherlock Holmes	8	Meet Sherlock Holmes (H)	CCSS.ELA-Literacy.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
13	The Adventures of Sherlock Holmes	9	Meet Sherlock Holmes (H)	CCSS.ELA-Literacy.L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
13	The Adventures of Sherlock Holmes	9	Meet Sherlock Holmes (H)	CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
13	The Adventures of Sherlock Holmes	9	Meet Sherlock Holmes (H)	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	The Adventures of Sherlock Holmes	9	Meet Sherlock Holmes (H)	CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.
13	The Adventures of Sherlock Holmes	10	Meet Sherlock Holmes Wrap-Up	CCSS.ELA-Literacy.RF.5.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
13	The Adventures of Sherlock Holmes	10	Meet Sherlock Holmes Wrap-Up	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
13	The Adventures of Sherlock Holmes	10	Meet Sherlock Holmes Wrap-Up	CCSS.ELA-Literacy.RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
13	The Adventures of Sherlock Holmes	10	Meet Sherlock Holmes Wrap-Up	CCSS.ELA-Literacy.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
13	The Adventures of Sherlock Holmes	10	Meet Sherlock Holmes Wrap-Up	CCSS.ELA-Literacy.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.

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13	The Adventures of Sherlock Holmes	10	Meet Sherlock Holmes Wrap-Up	CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
13	The Adventures of Sherlock Holmes	10	Meet Sherlock Holmes Wrap-Up	CCSS.ELA-Literacy.W.5.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
13	The Adventures of Sherlock Holmes	10	Meet Sherlock Holmes Wrap-Up	CCSS.ELA-Literacy.RF.5.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
13	The Adventures of Sherlock Holmes	10	Meet Sherlock Holmes Wrap-Up	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	The Adventures of Sherlock Holmes	10	Meet Sherlock Holmes Wrap-Up	CCSS.ELA-Literacy.RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
13	The Adventures of Sherlock Holmes	10	Meet Sherlock Holmes Wrap-Up	CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
13	The Adventures of Sherlock Holmes	11	Presentation: Revising	CCSS.ELA-Literacy.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
13	The Adventures of Sherlock Holmes	11	Presentation: Revising	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
13	The Adventures of Sherlock Holmes	11	Presentation: Revising	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
13	The Adventures of Sherlock Holmes	11	Presentation: Revising	CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
13	The Adventures of Sherlock Holmes	11	Presentation: Revising	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
13	The Adventures of Sherlock Holmes	11	Presentation: Revising	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	The Adventures of Sherlock Holmes	12	Presentation: Proofreading	CCSS.ELA-Literacy.L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

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13	The Adventures of Sherlock Holmes	12	Presentation: Proofreading	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
13	The Adventures of Sherlock Holmes	12	Presentation: Proofreading	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
13	The Adventures of Sherlock Holmes	12	Presentation: Proofreading	CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
13	The Adventures of Sherlock Holmes	12	Presentation: Proofreading	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
13	The Adventures of Sherlock Holmes	12	Presentation: Proofreading	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
13	The Adventures of Sherlock Holmes	12	Presentation: Proofreading	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
13	The Adventures of Sherlock Holmes	12	Presentation: Proofreading	CCSS.ELA-Literacy.L.5.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
13	The Adventures of Sherlock Holmes	13	Presentation: Publishing	CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
13	The Adventures of Sherlock Holmes	13	Presentation: Publishing	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
13	The Adventures of Sherlock Holmes	13	Presentation: Publishing	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
13	The Adventures of Sherlock Holmes	13	Presentation: Publishing	CCSS.ELA-Literacy.W.5.2d Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.
13	The Adventures of Sherlock Holmes	13	Presentation: Publishing	CCSS.ELA-Literacy.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
13	The Adventures of Sherlock Holmes	13	Presentation: Publishing	CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
13	The Adventures of Sherlock Holmes	13	Presentation: Publishing	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
13	The Adventures of Sherlock Holmes	13	Presentation: Publishing	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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13	The Adventures of Sherlock Holmes	14	Keyboarding and Your Choice CCSS.ELA-Literacy.W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
13	The Adventures of Sherlock Holmes	15	Big Ideas: Respond to a Prompt CCSS.ELA-Literacy.L.5.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
13	The Adventures of Sherlock Holmes	15	Big Ideas: Respond to a Prompt CCSS.ELA-Literacy.L.5.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate an introductory element from the rest of the sentence.
13	The Adventures of Sherlock Holmes	15	Big Ideas: Respond to a Prompt CCSS.ELA-Literacy.W.5.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
13	The Adventures of Sherlock Holmes	15	Big Ideas: Respond to a Prompt CCSS.ELA-Literacy.W.5.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
13	The Adventures of Sherlock Holmes	15	Big Ideas: Respond to a Prompt CCSS.ELA-Literacy.RF.5.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
13	The Adventures of Sherlock Holmes	15	Big Ideas: Respond to a Prompt CCSS.ELA-Literacy.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
13	The Adventures of Sherlock Holmes	15	Big Ideas: Respond to a Prompt CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
13	The Adventures of Sherlock Holmes	15	Big Ideas: Respond to a Prompt CCSS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
13	The Adventures of Sherlock Holmes	15	Big Ideas: Respond to a Prompt CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
13	The Adventures of Sherlock Holmes	15	Big Ideas: Respond to a Prompt CCSS.ELA-Literacy.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
13	The Adventures of Sherlock Holmes	15	Big Ideas: Respond to a Prompt CCSS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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13	The Adventures of Sherlock Holmes	15	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
13	The Adventures of Sherlock Holmes	15	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
13	The Adventures of Sherlock Holmes	15	Big Ideas: Respond to a Prompt	CCSS.ELA-Literacy.L.4.3a Choose words and phrases to convey ideas precisely.
14	End-of-Year Test	1	End-of-Year Test, Part 1	Multiple All assessed standards covered by this point in the course
14	End-of-Year Test	2	End-of-Year Test, Part 2	Multiple All assessed standards covered by this point in the course
15	Reading Fluency Appendix	1	Reading Benchmark	CCSS.ELA-Literacy.RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
15	Reading Fluency Appendix	1	Reading Benchmark	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
15	Reading Fluency Appendix	1	Reading Benchmark	CCSS.ELA-Literacy.RF.5.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
15	Reading Fluency Appendix	1	Reading Benchmark	CCSS.ELA-Literacy.RF.5.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
15	Reading Fluency Appendix	2	Reading Checkpoint	CCSS.ELA-Literacy.RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
15	Reading Fluency Appendix	2	Reading Checkpoint	CCSS.ELA-Literacy.RF.5.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
15	Reading Fluency Appendix	2	Reading Checkpoint	CCSS.ELA-Literacy.RF.5.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
15	Reading Fluency Appendix	2	Reading Checkpoint	CCSS.ELA-Literacy.RF.5.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
15	Reading Fluency Appendix	3	Reading Checkpoint	CCSS.ELA-Literacy.RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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15	Reading Fluency Appendix	3	Reading Checkpoint	CCSS.ELA-Literacy.RF.5.4a	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
15	Reading Fluency Appendix	3	Reading Checkpoint	CCSS.ELA-Literacy.RF.5.4b	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
15	Reading Fluency Appendix	3	Reading Checkpoint	CCSS.ELA-Literacy.RF.5.4c	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
15	Reading Fluency Appendix	4	Reading Checkpoint	CCSS.ELA-Literacy.RF.5.3a	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
15	Reading Fluency Appendix	4	Reading Checkpoint	CCSS.ELA-Literacy.RF.5.4a	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
15	Reading Fluency Appendix	4	Reading Checkpoint	CCSS.ELA-Literacy.RF.5.4b	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
15	Reading Fluency Appendix	4	Reading Checkpoint	CCSS.ELA-Literacy.RF.5.4c	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
15	Reading Fluency Appendix	5	Reading Benchmark	CCSS.ELA-Literacy.RF.5.3a	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
15	Reading Fluency Appendix	5	Reading Benchmark	CCSS.ELA-Literacy.RF.5.4a	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
15	Reading Fluency Appendix	5	Reading Benchmark	CCSS.ELA-Literacy.RF.5.4b	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
15	Reading Fluency Appendix	5	Reading Benchmark	CCSS.ELA-Literacy.RF.5.4c	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

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15	Reading Fluency Appendix	6	Reading Checkpoint	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
15	Reading Fluency Appendix	6	Reading Checkpoint	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
15	Reading Fluency Appendix	6	Reading Checkpoint	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
15	Reading Fluency Appendix	6	Reading Checkpoint	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
15	Reading Fluency Appendix	7	Reading Checkpoint	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
15	Reading Fluency Appendix	7	Reading Checkpoint	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
15	Reading Fluency Appendix	7	Reading Checkpoint	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>
15	Reading Fluency Appendix	7	Reading Checkpoint	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
15	Reading Fluency Appendix	8	Reading Checkpoint	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
15	Reading Fluency Appendix	8	Reading Checkpoint	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p>
15	Reading Fluency Appendix	8	Reading Checkpoint	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>

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15	Reading Fluency Appendix	8	Reading Checkpoint	CCSS.ELA-Literacy.RF.5.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
15	Reading Fluency Appendix	9	Reading Checkpoint	CCSS.ELA-Literacy.RF.5.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
15	Reading Fluency Appendix	9	Reading Checkpoint	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
15	Reading Fluency Appendix	9	Reading Checkpoint	CCSS.ELA-Literacy.RF.5.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
15	Reading Fluency Appendix	9	Reading Checkpoint	CCSS.ELA-Literacy.RF.5.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
15	Reading Fluency Appendix	10	Reading Benchmark	CCSS.ELA-Literacy.RF.5.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
15	Reading Fluency Appendix	10	Reading Benchmark	CCSS.ELA-Literacy.RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
15	Reading Fluency Appendix	10	Reading Benchmark	CCSS.ELA-Literacy.RF.5.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
15	Reading Fluency Appendix	10	Reading Benchmark	CCSS.ELA-Literacy.RF.5.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



Common Core Content Standards for English Language Arts: Grade 6
Alignment 28 - ACAD
Compared to ENG06E3 Summit Language Arts 6



Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Lessons Learned	1	"The Stone" (A)	CCSS.ELA-Literacy.L.6.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	1	Lessons Learned	1	"The Stone" (A)	CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	1	Lessons Learned	1	"The Stone" (A)	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	1	"The Stone" (A)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	1	"The Stone" (A)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	1	Lessons Learned	1	"The Stone" (A)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	1	"The Stone" (A)	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
A	1	Lessons Learned	1	"The Stone" (A)	CCSS.ELA-Literacy.SL.6.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
A	1	Lessons Learned	1	"The Stone" (A)	CCSS.ELA-Literacy.SL.6.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
A	1	Lessons Learned	2	"The Stone" (B)	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	2	"The Stone" (B)	CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Lessons Learned	2	"The Stone" (B)	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	1	Lessons Learned	2	"The Stone" (B)	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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A	1	Lessons Learned	3	"Rickie Fowler and the Walk of a Lifetime"	CCSS.ELA-Literacy.L.6.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	1	Lessons Learned	3	"Rickie Fowler and the Walk of a Lifetime"	CCSS.ELA-Literacy.L.6.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
A	1	Lessons Learned	3	"Rickie Fowler and the Walk of a Lifetime"	CCSS.ELA-Literacy.L.6.4d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
A	1	Lessons Learned	3	"Rickie Fowler and the Walk of a Lifetime"	CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Lessons Learned	3	"Rickie Fowler and the Walk of a Lifetime"	CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	3	"Rickie Fowler and the Walk of a Lifetime"	CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	1	Lessons Learned	4	"The Magic Prison" (A)	CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	4	"The Magic Prison" (A)	CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Lessons Learned	4	"The Magic Prison" (A)	CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	4	"The Magic Prison" (A)	CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	1	Lessons Learned	4	"The Magic Prison" (A)	CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
A	1	Lessons Learned	4	"The Magic Prison" (A)	CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	1	Lessons Learned	4	"The Magic Prison" (A)	CCSS.ELA-Literacy.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
A	1	Lessons Learned	4	"The Magic Prison" (A)	CCSS.ELA-Literacy.RL.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	4	"The Magic Prison" (A)	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

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A	1	Lessons Learned	5	"The Magic Prison" (B) CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	5	"The Magic Prison" (B) CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Lessons Learned	5	"The Magic Prison" (B) CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	1	Lessons Learned	5	"The Magic Prison" (B) CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
A	1	Lessons Learned	5	"The Magic Prison" (B) CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	1	Lessons Learned	6	"Kaddo's Wall" CCSS.ELA-Literacy.L.6.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	1	Lessons Learned	6	"Kaddo's Wall" CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	6	"Kaddo's Wall" CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Lessons Learned	6	"Kaddo's Wall" CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	6	"Kaddo's Wall" CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	1	Lessons Learned	6	"Kaddo's Wall" CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
A	1	Lessons Learned	6	"Kaddo's Wall" CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	1	Lessons Learned	6	"Kaddo's Wall" CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	6	"Kaddo's Wall" CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
A	1	Lessons Learned	7	"Lots of Lottery Winners Go Bankrupt" CCSS.ELA-Literacy.L.6.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	1	Lessons Learned	7	"Lots of Lottery Winners Go Bankrupt" CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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A	1	Lessons Learned	7	"Lots of Lottery Winners Go Bankrupt"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	7	"Lots of Lottery Winners Go Bankrupt"	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	1	Lessons Learned	7	"Lots of Lottery Winners Go Bankrupt"	CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
A	1	Lessons Learned	8	Write About Theme	CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Lessons Learned	8	Write About Theme	CCSS.ELA-Literacy.W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	1	Lessons Learned	8	Write About Theme	CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A	1	Lessons Learned	8	Write About Theme	CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Lessons Learned	8	Write About Theme	CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A	1	Lessons Learned	9	"Harun al-Rashid & One Thousand and One Nights"	CCSS.ELA-Literacy.L.6.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	1	Lessons Learned	9	"Harun al-Rashid & One Thousand and One Nights"	CCSS.ELA-Literacy.L.6.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context.
A	1	Lessons Learned	9	"Harun al-Rashid & One Thousand and One Nights"	CCSS.ELA-Literacy.L.6.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
A	1	Lessons Learned	9	"Harun al-Rashid & One Thousand and One Nights"	CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Lessons Learned	9	"Harun al-Rashid & One Thousand and One Nights"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	9	"Harun al-Rashid & One Thousand and One Nights"	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	1	Lessons Learned	9	"Harun al-Rashid & One Thousand and One Nights"	CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
A	1	Lessons Learned	9	"Harun al-Rashid & One Thousand and One Nights"	CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
A	1	Lessons Learned	10	"The Story of Baba Abdalla"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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A	1	Lessons Learned	10	"The Story of Baba Abdalla"	CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Lessons Learned	10	"The Story of Baba Abdalla"	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	10	"The Story of Baba Abdalla"	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	1	Lessons Learned	10	"The Story of Baba Abdalla"	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
A	1	Lessons Learned	10	"The Story of Baba Abdalla"	CCSS.ELA-Literacy.RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
A	1	Lessons Learned	11	"Aesop's Life"	CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Lessons Learned	11	"Aesop's Life"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	11	"Aesop's Life"	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	1	Lessons Learned	11	"Aesop's Life"	CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
A	1	Lessons Learned	12	Fables by Aesop	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	12	Fables by Aesop	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	1	Lessons Learned	12	Fables by Aesop	CCSS.ELA-Literacy.RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
A	1	Lessons Learned	13	"Storytelling and Cultural Traditions"	CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Lessons Learned	13	"Storytelling and Cultural Traditions"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	13	"Storytelling and Cultural Traditions"	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	1	Lessons Learned	13	"Storytelling and Cultural Traditions"	CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
A	1	Lessons Learned	13	"Storytelling and Cultural Traditions"	CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
A	1	Lessons Learned	13	"Storytelling and Cultural Traditions"	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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A	1	Lessons Learned	13	"Storytelling and Cultural Traditions"	CCSS.ELA-Literacy.SL.6.1a Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
A	1	Lessons Learned	14	Universal Themes	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	14	Universal Themes	CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	1	Lessons Learned	14	Universal Themes	CCSS.ELA-Literacy.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
A	1	Lessons Learned	14	Universal Themes	CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	14	Universal Themes	CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	1	Lessons Learned	14	Universal Themes	CCSS.ELA-Literacy.RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
A	1	Lessons Learned	15	Use Words Purposefully	CCSS.ELA-Literacy.L.4.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
A	1	Lessons Learned	15	Use Words Purposefully	CCSS.ELA-Literacy.L.4.1g Correctly use frequently confused words (e.g., to/too/two; there/their).
A	1	Lessons Learned	15	Use Words Purposefully	CCSS.ELA-Literacy.L.6.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
A	1	Lessons Learned	15	Use Words Purposefully	CCSS.ELA-Literacy.L.6.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	1	Lessons Learned	15	Use Words Purposefully	CCSS.ELA-Literacy.L.6.5c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

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A	1	Lessons Learned	15	Use Words Purposefully	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	16	Write a Fable	CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Lessons Learned	16	Write a Fable	CCSS.ELA-Literacy.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	1	Lessons Learned	16	Write a Fable	CCSS.ELA-Literacy.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A	1	Lessons Learned	16	Write a Fable	CCSS.ELA-Literacy.W.6.3a Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
A	1	Lessons Learned	16	Write a Fable	CCSS.ELA-Literacy.W.6.3c Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
A	1	Lessons Learned	16	Write a Fable	CCSS.ELA-Literacy.W.6.3e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from the narrated experiences or events.
A	1	Lessons Learned	16	Write a Fable	CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A	1	Lessons Learned	17	Lessons Learned Unit Review	Multiple Students review and connect concepts learned throughout the unit.
A	1	Lessons Learned	18	Lessons Learned Unit Test	Multiple All assessed standards covered in this unit
A	2	Animals and Their People	1	"Zlath the Goat" (A)	CCSS.ELA-Literacy.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	2	Animals and Their People	1	"Zlath the Goat" (A)	CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
A	2	Animals and Their People	1	"Zlath the Goat" (A)	CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Animals and Their People	1	"Zlath the Goat" (A)	CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	2	Animals and Their People	1	"Zlath the Goat" (A)	CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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A	2	Animals and Their People	1	"Zlateh the Goat" (A)	CCSS.ELA-Literacy.SL.6.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
A	2	Animals and Their People	1	"Zlateh the Goat" (A)	CCSS.ELA-Literacy.SL.6.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
A	2	Animals and Their People	1	"Zlateh the Goat" (A)	CCSS.ELA-Literacy.SL.6.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
A	2	Animals and Their People	2	"Zlateh the Goat" (B)	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Animals and Their People	2	"Zlateh the Goat" (B)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Animals and Their People	2	"Zlateh the Goat" (B)	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
A	2	Animals and Their People	2	"Zlateh the Goat" (B)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	2	Animals and Their People	2	"Zlateh the Goat" (B)	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
A	2	Animals and Their People	2	"Zlateh the Goat" (B)	CCSS.ELA-Literacy.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
A	2	Animals and Their People	3	"Real-Life Pet Detective Helps Find Lost Animals"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Animals and Their People	3	"Real-Life Pet Detective Helps Find Lost Animals"	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	2	Animals and Their People	3	"Real-Life Pet Detective Helps Find Lost Animals"	CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
A	2	Animals and Their People	3	"Real-Life Pet Detective Helps Find Lost Animals"	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
A	2	Animals and Their People	4	"The Black Snake" and "A Narrow Fellow in the Grass" (A)	CCSS.ELA-Literacy.L.6.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context.

A	2	Animals and Their People	4	"The Black Snake" and "A Narrow Fellow in the Grass" (A)	CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
A	2	Animals and Their People	4	"The Black Snake" and "A Narrow Fellow in the Grass" (A)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Animals and Their People	4	"The Black Snake" and "A Narrow Fellow in the Grass" (A)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	2	Animals and Their People	4	"The Black Snake" and "A Narrow Fellow in the Grass" (A)	CCSS.ELA-Literacy.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
A	2	Animals and Their People	5	"The Black Snake" and "A Narrow Fellow in the Grass" (B)	CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	2	Animals and Their People	5	"The Black Snake" and "A Narrow Fellow in the Grass" (B)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Animals and Their People	5	"The Black Snake" and "A Narrow Fellow in the Grass" (B)	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	2	Animals and Their People	5	"The Black Snake" and "A Narrow Fellow in the Grass" (B)	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
A	2	Animals and Their People	5	"The Black Snake" and "A Narrow Fellow in the Grass" (B)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	2	Animals and Their People	5	"The Black Snake" and "A Narrow Fellow in the Grass" (B)	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
A	2	Animals and Their People	5	"The Black Snake" and "A Narrow Fellow in the Grass" (B)	CCSS.ELA-Literacy.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
A	2	Animals and Their People	5	"The Black Snake" and "A Narrow Fellow in the Grass" (B)	CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
A	2	Animals and Their People	6	"The Golden Cat" and "The Cat and the Moon" (A)	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Animals and Their People	6	"The Golden Cat" and "The Cat and the Moon" (A)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Animals and Their People	6	"The Golden Cat" and "The Cat and the Moon" (A)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	2	Animals and Their People	6	"The Golden Cat" and "The Cat and the Moon" (A)	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
A	2	Animals and Their People	6	"The Golden Cat" and "The Cat and the Moon" (A)	CCSS.ELA-Literacy.RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
A	2	Animals and Their People	6	"The Golden Cat" and "The Cat and the Moon" (A)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Animals and Their People	6	"The Golden Cat" and "The Cat and the Moon" (A)	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.

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A	2	Animals and Their People	7	"The Golden Cat" and "The Cat and the Moon" (B)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Animals and Their People	7	"The Golden Cat" and "The Cat and the Moon" (B)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	2	Animals and Their People	7	"The Golden Cat" and "The Cat and the Moon" (B)	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
A	2	Animals and Their People	7	"The Golden Cat" and "The Cat and the Moon" (B)	CCSS.ELA-Literacy.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
A	2	Animals and Their People	8	"Stray" (A)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Animals and Their People	8	"Stray" (A)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Animals and Their People	8	"Stray" (A)	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	2	Animals and Their People	8	"Stray" (A)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Animals and Their People	8	"Stray" (A)	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
A	2	Animals and Their People	9	"Stray" (B)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Animals and Their People	9	"Stray" (B)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Animals and Their People	9	"Stray" (B)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	2	Animals and Their People	10	"Stray" (C)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Animals and Their People	10	"Stray" (C)	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
A	2	Animals and Their People	10	"Stray" (C)	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
A	2	Animals and Their People	11	"Playing Robinson Crusoe" and "Lone Dog"	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Animals and Their People	11	"Playing Robinson Crusoe" and "Lone Dog"	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	2	Animals and Their People	11	"Playing Robinson Crusoe" and "Lone Dog"	CCSS.ELA-Literacy.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.

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A	2	Animals and Their People	11	"Playing Robinson Crusoe" and "Lone Dog"	CCSS.ELA-Literacy.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
A	2	Animals and Their People	12	"Shelter Dog Protects Owner with Epilepsy"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Animals and Their People	12	"Shelter Dog Protects Owner with Epilepsy"	CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
A	2	Animals and Their People	12	"Shelter Dog Protects Owner with Epilepsy"	CCSS.ELA-Literacy.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
A	2	Animals and Their People	12	"Shelter Dog Protects Owner with Epilepsy"	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
A	2	Animals and Their People	13	Vocabulary Strategies	CCSS.ELA-Literacy.L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
A	2	Animals and Their People	13	Vocabulary Strategies	CCSS.ELA-Literacy.L.6.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive).
A	2	Animals and Their People	13	Vocabulary Strategies	CCSS.ELA-Literacy.L.6.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
A	2	Animals and Their People	13	Vocabulary Strategies	CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	2	Animals and Their People	14	Compare-and-Contrast Essay Prewriting	CCSS.ELA-Literacy.L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
A	2	Animals and Their People	14	Compare-and-Contrast Essay Prewriting	CCSS.ELA-Literacy.L.6.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive).
A	2	Animals and Their People	14	Compare-and-Contrast Essay Prewriting	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Animals and Their People	14	Compare-and-Contrast Essay Prewriting	CCSS.ELA-Literacy.SL.6.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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A	2	Animals and Their People	14	Compare-and-Contrast Essay Prewriting	CCSS.ELA-Literacy.SL.6.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
A	2	Animals and Their People	14	Compare-and-Contrast Essay Prewriting	CCSS.ELA-Literacy.W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	2	Animals and Their People	14	Compare-and-Contrast Essay Prewriting	CCSS.ELA-Literacy.W.6.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
A	2	Animals and Their People	14	Compare-and-Contrast Essay Prewriting	CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	2	Animals and Their People	14	Compare-and-Contrast Essay Prewriting	CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A	2	Animals and Their People	15	Compare-and-Contrast Essay Drafting	CCSS.ELA-Literacy.L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
A	2	Animals and Their People	15	Compare-and-Contrast Essay Drafting	CCSS.ELA-Literacy.L.6.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive).
A	2	Animals and Their People	15	Compare-and-Contrast Essay Drafting	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Animals and Their People	15	Compare-and-Contrast Essay Drafting	CCSS.ELA-Literacy.RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
A	2	Animals and Their People	15	Compare-and-Contrast Essay Drafting	CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A	2	Animals and Their People	15	Compare-and-Contrast Essay Drafting	CCSS.ELA-Literacy.W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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A	2	Animals and Their People	15	Compare-and-Contrast Essay Drafting	CCSS.ELA-Literacy.W.6.2b Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
A	2	Animals and Their People	15	Compare-and-Contrast Essay Drafting	CCSS.ELA-Literacy.W.6.2c Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to clarify the relationships among ideas and concepts.
A	2	Animals and Their People	15	Compare-and-Contrast Essay Drafting	CCSS.ELA-Literacy.W.6.2d Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
A	2	Animals and Their People	15	Compare-and-Contrast Essay Drafting	CCSS.ELA-Literacy.W.6.2e Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
A	2	Animals and Their People	15	Compare-and-Contrast Essay Drafting	CCSS.ELA-Literacy.W.6.2f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from the information or explanation presented.
A	2	Animals and Their People	15	Compare-and-Contrast Essay Drafting	CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A	2	Animals and Their People	15	Compare-and-Contrast Essay Drafting	CCSS.ELA-Literacy.W.6.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
A	2	Animals and Their People	16	Complete Your Compare-and-Contrast Essay	CCSS.ELA-Literacy.RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
A	2	Animals and Their People	16	Complete Your Compare-and-Contrast Essay	CCSS.ELA-Literacy.W.6.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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A	2	Animals and Their People	16	Complete Your Compare-and-Contrast Essay	CCSS.ELA-Literacy.W.6.2c Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to clarify the relationships among ideas and concepts.
A	2	Animals and Their People	16	Complete Your Compare-and-Contrast Essay	CCSS.ELA-Literacy.W.6.2d Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
A	2	Animals and Their People	16	Complete Your Compare-and-Contrast Essay	CCSS.ELA-Literacy.W.6.2e Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
A	2	Animals and Their People	16	Complete Your Compare-and-Contrast Essay	CCSS.ELA-Literacy.W.6.2f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from the information or explanation presented.
A	2	Animals and Their People	16	Complete Your Compare-and-Contrast Essay	CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A	2	Animals and Their People	16	Complete Your Compare-and-Contrast Essay	CCSS.ELA-Literacy.W.6.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
A	2	Animals and Their People	17	Animals and Their People Unit Review	Multiple Students review and connect concepts learned throughout the unit.
A	2	Animals and Their People	18	Animals and Their People Unit Test	Multiple All assessed standards covered in this unit
A	3	Animal Intelligence	1	Model Research Paper	CCSS.ELA-Literacy.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Animal Intelligence	1	Model Research Paper	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Animal Intelligence	1	Model Research Paper	CCSS.ELA-Literacy.W.6.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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A	3	Animal Intelligence	1	Model Research Paper	CCSS.ELA-Literacy.W.6.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
A	3	Animal Intelligence	1	Model Research Paper	CCSS.ELA-Literacy.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
A	3	Animal Intelligence	1	Model Research Paper	CCSS.ELA-Literacy.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
A	3	Animal Intelligence	2	"Another Species of Bird Found to Use Tools"	CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Animal Intelligence	2	"Another Species of Bird Found to Use Tools"	CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	3	Animal Intelligence	2	"Another Species of Bird Found to Use Tools"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Animal Intelligence	2	"Another Species of Bird Found to Use Tools"	CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
A	3	Animal Intelligence	2	"Another Species of Bird Found to Use Tools"	CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
A	3	Animal Intelligence	2	"Another Species of Bird Found to Use Tools"	CCSS.ELA-Literacy.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
A	3	Animal Intelligence	2	"Another Species of Bird Found to Use Tools"	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
A	3	Animal Intelligence	2	"Another Species of Bird Found to Use Tools"	CCSS.ELA-Literacy.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
A	3	Animal Intelligence	3	"Are Dogs Dumb?"	CCSS.ELA-Literacy.L.6.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
A	3	Animal Intelligence	3	"Are Dogs Dumb?"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Animal Intelligence	3	"Are Dogs Dumb?"	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
A	3	Animal Intelligence	3	"Are Dogs Dumb?"	CCSS.ELA-Literacy.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
A	3	Animal Intelligence	4	"The Day the Gulls Went Crazy"	CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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A	3	Animal Intelligence	4	"The Day the Gulls Went Crazy"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Animal Intelligence	4	"The Day the Gulls Went Crazy"	CCSS.ELA-Literacy.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
A	3	Animal Intelligence	4	"The Day the Gulls Went Crazy"	CCSS.ELA-Literacy.W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	3	Animal Intelligence	4	"The Day the Gulls Went Crazy"	CCSS.ELA-Literacy.W.6.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to clarify the relationships among ideas and concepts.
A	3	Animal Intelligence	4	"The Day the Gulls Went Crazy"	CCSS.ELA-Literacy.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
A	3	Animal Intelligence	4	"The Day the Gulls Went Crazy"	CCSS.ELA-Literacy.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
A	3	Animal Intelligence	5	"The Think Tank"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Animal Intelligence	5	"The Think Tank"	CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A	3	Animal Intelligence	5	"The Think Tank"	CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A	3	Animal Intelligence	5	"The Think Tank"	CCSS.ELA-Literacy.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
A	3	Animal Intelligence	6	"Close Encounters of a Bear Kind"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Animal Intelligence	6	"Close Encounters of a Bear Kind"	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	3	Animal Intelligence	6	"Close Encounters of a Bear Kind"	CCSS.ELA-Literacy.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
A	3	Animal Intelligence	6	"Close Encounters of a Bear Kind"	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
A	3	Animal Intelligence	6	"Close Encounters of a Bear Kind"	CCSS.ELA-Literacy.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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A	3	Animal Intelligence	7	Research Paper Prewriting: Research Questions	CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Animal Intelligence	7	Research Paper Prewriting: Research Questions	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Animal Intelligence	7	Research Paper Prewriting: Research Questions	CCSS.ELA-Literacy.SL.6.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
A	3	Animal Intelligence	7	Research Paper Prewriting: Research Questions	CCSS.ELA-Literacy.SL.6.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
A	3	Animal Intelligence	7	Research Paper Prewriting: Research Questions	CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A	3	Animal Intelligence	7	Research Paper Prewriting: Research Questions	CCSS.ELA-Literacy.W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	3	Animal Intelligence	7	Research Paper Prewriting: Research Questions	CCSS.ELA-Literacy.W.6.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
A	3	Animal Intelligence	7	Research Paper Prewriting: Research Questions	CCSS.ELA-Literacy.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
A	3	Animal Intelligence	7	Research Paper Prewriting: Research Questions	CCSS.ELA-Literacy.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
A	3	Animal Intelligence	7	Research Paper Prewriting: Research Questions	CCSS.ELA-Literacy.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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A	3	Animal Intelligence	7	Research Paper Prewriting: Research Questions CCSS.ELA-Literacy.W.6.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
A	3	Animal Intelligence	8	Research Paper Prewriting: Research Review CCSS.ELA-Literacy.L.3.1f Ensure subject-verb and pronoun-antecedent agreement.
A	3	Animal Intelligence	8	Research Paper Prewriting: Research Review CCSS.ELA-Literacy.L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).
A	3	Animal Intelligence	8	Research Paper Prewriting: Research Review CCSS.ELA-Literacy.L.6.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use intensive pronouns (e.g., myself, ourselves).
A	3	Animal Intelligence	8	Research Paper Prewriting: Research Review CCSS.ELA-Literacy.W.6.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	3	Animal Intelligence	8	Research Paper Prewriting: Research Review CCSS.ELA-Literacy.W.6.2b Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
A	3	Animal Intelligence	8	Research Paper Prewriting: Research Review CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
A	3	Animal Intelligence	9	Research Paper Prewriting: Organization CCSS.ELA-Literacy.W.6.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	3	Animal Intelligence	9	Research Paper Prewriting: Organization CCSS.ELA-Literacy.W.6.2b Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
A	3	Animal Intelligence	9	Research Paper Prewriting: Organization CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A	3	Animal Intelligence	10	Research Paper Prewriting: Outline CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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A	3	Animal Intelligence	10	Research Paper Prewriting: Outline	CCSS.ELA-Literacy.W.6.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	3	Animal Intelligence	10	Research Paper Prewriting: Outline	CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A	3	Animal Intelligence	11	Research Paper Drafting: Citations	CCSS.ELA-Literacy.L.3.1f Ensure subject-verb and pronoun-antecedent agreement.
A	3	Animal Intelligence	11	Research Paper Drafting: Citations	CCSS.ELA-Literacy.L.6.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.
A	3	Animal Intelligence	11	Research Paper Drafting: Citations	CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A	3	Animal Intelligence	11	Research Paper Drafting: Citations	CCSS.ELA-Literacy.W.6.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	3	Animal Intelligence	11	Research Paper Drafting: Citations	CCSS.ELA-Literacy.W.6.2b Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
A	3	Animal Intelligence	11	Research Paper Drafting: Citations	CCSS.ELA-Literacy.W.6.2e Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
A	3	Animal Intelligence	11	Research Paper Drafting: Citations	CCSS.ELA-Literacy.W.6.2f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from the information or explanation presented.
A	3	Animal Intelligence	11	Research Paper Drafting: Citations	CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A	3	Animal Intelligence	11	Research Paper Drafting: Citations	CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
A	3	Animal Intelligence	12	Research Paper Drafting: Synthesizing Information	CCSS.ELA-Literacy.L.5.1d Recognize and correct inappropriate shifts in verb tense.

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A	3	Animal Intelligence	12	Research Paper Drafting: Synthesizing Information	CCSS.ELA-Literacy.SL.6.1c Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
A	3	Animal Intelligence	12	Research Paper Drafting: Synthesizing Information	CCSS.ELA-Literacy.W.6.2b Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
A	3	Animal Intelligence	12	Research Paper Drafting: Synthesizing Information	CCSS.ELA-Literacy.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	3	Animal Intelligence	12	Research Paper Drafting: Synthesizing Information	CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A	3	Animal Intelligence	12	Research Paper Drafting: Synthesizing Information	CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
A	3	Animal Intelligence	13	Research Paper Revising	CCSS.ELA-Literacy.L.6.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.
A	3	Animal Intelligence	13	Research Paper Revising	CCSS.ELA-Literacy.L.6.3b Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain consistency in style and tone.
A	3	Animal Intelligence	13	Research Paper Revising	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Animal Intelligence	13	Research Paper Revising	CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	3	Animal Intelligence	13	Research Paper Revising	CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A	3	Animal Intelligence	13	Research Paper Revising	CCSS.ELA-Literacy.W.6.2e Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
A	3	Animal Intelligence	13	Research Paper Revising	CCSS.ELA-Literacy.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	3	Animal Intelligence	13	Research Paper Revising	CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A	3	Animal Intelligence	13	Research Paper Revising	CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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A	3	Animal Intelligence	14	Research Paper Final Draft	CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A	3	Animal Intelligence	14	Research Paper Final Draft	CCSS.ELA-Literacy.W.6.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	3	Animal Intelligence	14	Research Paper Final Draft	CCSS.ELA-Literacy.W.6.2e Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
A	3	Animal Intelligence	14	Research Paper Final Draft	CCSS.ELA-Literacy.W.6.2f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from the information or explanation presented.
A	3	Animal Intelligence	14	Research Paper Final Draft	CCSS.ELA-Literacy.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	3	Animal Intelligence	14	Research Paper Final Draft	CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A	3	Animal Intelligence	14	Research Paper Final Draft	CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
A	3	Animal Intelligence	15	Planning a Presentation	CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
A	3	Animal Intelligence	15	Planning a Presentation	CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
A	3	Animal Intelligence	15	Planning a Presentation	CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
A	3	Animal Intelligence	15	Planning a Presentation	CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	3	Animal Intelligence	16	Research Presentation	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Animal Intelligence	16	Research Presentation	CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
A	3	Animal Intelligence	16	Research Presentation	CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
A	3	Animal Intelligence	16	Research Presentation	CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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A	3	Animal Intelligence	16	Research Presentation CCSS.ELA-Literacy.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	
A	3	Animal Intelligence	17	Animal Intelligence Unit Review	Multiple	Students review and connect concepts learned throughout the unit.
A	3	Animal Intelligence	18	Animal Intelligence Unit Test	Multiple	All assessed standards covered in this unit
A	4	Mythology	1	"What Is Mythology?"	CCSS.ELA-Literacy.L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
A	4	Mythology	1	"What Is Mythology?"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Mythology	1	"What Is Mythology?"	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	4	Mythology	1	"What Is Mythology?"	CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
A	4	Mythology	1	"What Is Mythology?"	CCSS.ELA-Literacy.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
A	4	Mythology	2	"Perseus and the Quest for Medusa's Head" (A)	CCSS.ELA-Literacy.L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
A	4	Mythology	2	"Perseus and the Quest for Medusa's Head" (A)	CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	4	Mythology	2	"Perseus and the Quest for Medusa's Head" (A)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Mythology	3	"Perseus and the Quest for Medusa's Head" (B)	CCSS.ELA-Literacy.L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
A	4	Mythology	3	"Perseus and the Quest for Medusa's Head" (B)	CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	4	Mythology	3	"Perseus and the Quest for Medusa's Head" (B)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Mythology	3	"Perseus and the Quest for Medusa's Head" (B)	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	4	Mythology	3	"Perseus and the Quest for Medusa's Head" (B)	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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A	4	Mythology	4	"Joseph Campbell and the Hero's Journey"	CCSS.ELA-Literacy.L.6.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
A	4	Mythology	4	"Joseph Campbell and the Hero's Journey"	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Mythology	4	"Joseph Campbell and the Hero's Journey"	CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	4	Mythology	4	"Joseph Campbell and the Hero's Journey"	CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
A	4	Mythology	4	"Joseph Campbell and the Hero's Journey"	CCSS.ELA-Literacy.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
A	4	Mythology	4	"Joseph Campbell and the Hero's Journey"	CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
A	4	Mythology	4	"Joseph Campbell and the Hero's Journey"	CCSS.ELA-Literacy.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
A	4	Mythology	5	"The Adventures of Theseus" (A)	CCSS.ELA-Literacy.L.6.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
A	4	Mythology	5	"The Adventures of Theseus" (A)	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Mythology	5	"The Adventures of Theseus" (A)	CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Mythology	5	"The Adventures of Theseus" (A)	CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
A	4	Mythology	5	"The Adventures of Theseus" (A)	CCSS.ELA-Literacy.RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
A	4	Mythology	6	"The Adventures of Theseus" (B)	CCSS.ELA-Literacy.L.6.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
A	4	Mythology	6	"The Adventures of Theseus" (B)	CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Mythology	6	"The Adventures of Theseus" (B)	CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	4	Mythology	6	"The Adventures of Theseus" (B)	CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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A	4	Mythology	7	"Atalanta, the Fleet-Footed Huntress" (A)	CCSS.ELA-Literacy.L.6.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
A	4	Mythology	7	"Atalanta, the Fleet-Footed Huntress" (A)	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Mythology	7	"Atalanta, the Fleet-Footed Huntress" (A)	CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	4	Mythology	7	"Atalanta, the Fleet-Footed Huntress" (A)	CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Mythology	7	"Atalanta, the Fleet-Footed Huntress" (A)	CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
A	4	Mythology	7	"Atalanta, the Fleet-Footed Huntress" (A)	CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	4	Mythology	8	"Atalanta, the Fleet-Footed Huntress" (B)	CCSS.ELA-Literacy.L.6.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
A	4	Mythology	8	"Atalanta, the Fleet-Footed Huntress" (B)	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Mythology	8	"Atalanta, the Fleet-Footed Huntress" (B)	CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Mythology	8	"Atalanta, the Fleet-Footed Huntress" (B)	CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	4	Mythology	8	"Atalanta, the Fleet-Footed Huntress" (B)	CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
A	4	Mythology	9	"Damon and Pythias"	CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Mythology	9	"Damon and Pythias"	CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	4	Mythology	9	"Damon and Pythias"	CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
A	4	Mythology	9	"Damon and Pythias"	CCSS.ELA-Literacy.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
A	4	Mythology	9	"Damon and Pythias"	CCSS.ELA-Literacy.RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

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A	4	Mythology	10	"Australian Aborigines and the Dreamtime When the World Was Created"	CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	4	Mythology	10	"Australian Aborigines and the Dreamtime When the World Was Created"	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Mythology	10	"Australian Aborigines and the Dreamtime When the World Was Created"	CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	4	Mythology	10	"Australian Aborigines and the Dreamtime When the World Was Created"	CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
A	4	Mythology	10	"Australian Aborigines and the Dreamtime When the World Was Created"	CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
A	4	Mythology	10	"Australian Aborigines and the Dreamtime When the World Was Created"	CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
A	4	Mythology	11	"The Birth-Time of the Gods" and "Asgard Stories"	CCSS.ELA-Literacy.L.6.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
A	4	Mythology	11	"The Birth-Time of the Gods" and "Asgard Stories"	CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	4	Mythology	11	"The Birth-Time of the Gods" and "Asgard Stories"	CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Mythology	11	"The Birth-Time of the Gods" and "Asgard Stories"	CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	4	Mythology	11	"The Birth-Time of the Gods" and "Asgard Stories"	CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
A	4	Mythology	11	"The Birth-Time of the Gods" and "Asgard Stories"	CCSS.ELA-Literacy.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
A	4	Mythology	12	Compare and Contrast Creation Myths	CCSS.ELA-Literacy.L.6.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
A	4	Mythology	12	Compare and Contrast Creation Myths	CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	4	Mythology	12	Compare and Contrast Creation Myths	CCSS.ELA-Literacy.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
A	4	Mythology	12	Compare and Contrast Creation Myths	CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	4	Mythology	12	Compare and Contrast Creation Myths	CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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A	4	Mythology	12	Compare and Contrast Creation Myths CCSS.ELA-Literacy.RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
A	4	Mythology	13	"How the Ancient Egyptians Shaped the World's View of Life After Death" CCSS.ELA-Literacy.L.6.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	4	Mythology	13	"How the Ancient Egyptians Shaped the World's View of Life After Death" CCSS.ELA-Literacy.L.6.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwise, thrifty).
A	4	Mythology	13	"How the Ancient Egyptians Shaped the World's View of Life After Death" CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Mythology	13	"How the Ancient Egyptians Shaped the World's View of Life After Death" CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	4	Mythology	13	"How the Ancient Egyptians Shaped the World's View of Life After Death" CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
A	4	Mythology	13	"How the Ancient Egyptians Shaped the World's View of Life After Death" CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
A	4	Mythology	13	"How the Ancient Egyptians Shaped the World's View of Life After Death" CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
A	4	Mythology	13	"How the Ancient Egyptians Shaped the World's View of Life After Death" CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Mythology	13	"How the Ancient Egyptians Shaped the World's View of Life After Death" CCSS.ELA-Literacy.RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
A	4	Mythology	13	"How the Ancient Egyptians Shaped the World's View of Life After Death" CCSS.ELA-Literacy.SL.6.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
A	4	Mythology	13	"How the Ancient Egyptians Shaped the World's View of Life After Death" CCSS.ELA-Literacy.SL.6.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
A	4	Mythology	14	"Flood Myths from Around the World" CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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A	4	Mythology	14	"Flood Myths from Around the World"	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	4	Mythology	14	"Flood Myths from Around the World"	CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
A	4	Mythology	14	"Flood Myths from Around the World"	CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
A	4	Mythology	14	"Flood Myths from Around the World"	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
A	4	Mythology	15	Mythology Project Planning	CCSS.ELA-Literacy.L.6.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
A	4	Mythology	15	Mythology Project Planning	CCSS.ELA-Literacy.L.6.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.
A	4	Mythology	15	Mythology Project Planning	CCSS.ELA-Literacy.W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	4	Mythology	15	Mythology Project Planning	CCSS.ELA-Literacy.W.6.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
A	4	Mythology	15	Mythology Project Planning	CCSS.ELA-Literacy.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
A	4	Mythology	15	Mythology Project Planning	CCSS.ELA-Literacy.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
A	4	Mythology	15	Mythology Project Planning	CCSS.ELA-Literacy.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
A	4	Mythology	15	Mythology Project Planning	CCSS.ELA-Literacy.W.6.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

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A	4	Mythology	15	Mythology Project Planning	CCSS.ELA-Literacy.W.6.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
A	4	Mythology	16	Finish Your Mythology Project	CCSS.ELA-Literacy.W.6.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	4	Mythology	16	Finish Your Mythology Project	CCSS.ELA-Literacy.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	4	Mythology	16	Finish Your Mythology Project	CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A	4	Mythology	16	Finish Your Mythology Project	CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
A	4	Mythology	16	Finish Your Mythology Project	CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
A	4	Mythology	16	Finish Your Mythology Project	CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
A	4	Mythology	17	Mythology Unit Review	Multiple Students review and connect concepts learned throughout the unit.
A	4	Mythology	18	Mythology Unit Test	Multiple All assessed standards covered in this unit
A	5	On the Outside Looking In	1	"Law of the Jungle"	CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	5	On the Outside Looking In	1	"Law of the Jungle"	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	1	"Law of the Jungle"	CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	1	"Law of the Jungle"	CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	5	On the Outside Looking In	1	"Law of the Jungle"	CCSS.ELA-Literacy.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
A	5	On the Outside Looking In	2	"Mowgli's Brothers" (A)	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	2	"Mowgli's Brothers" (A)	CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	2	"Mowgli's Brothers" (A)	CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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A	5	On the Outside Looking In	2	"Mowgli's Brothers" (A)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	5	On the Outside Looking In	2	"Mowgli's Brothers" (A)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	2	"Mowgli's Brothers" (A)	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
A	5	On the Outside Looking In	2	"Mowgli's Brothers" (A)	CCSS.ELA-Literacy.SL.6.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
A	5	On the Outside Looking In	2	"Mowgli's Brothers" (A)	CCSS.ELA-Literacy.SL.6.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
A	5	On the Outside Looking In	3	"Mowgli's Brothers" (B)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	3	"Mowgli's Brothers" (B)	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
A	5	On the Outside Looking In	3	"Mowgli's Brothers" (B)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	5	On the Outside Looking In	3	"Mowgli's Brothers" (B)	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
A	5	On the Outside Looking In	4	"The Difficult Path"	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	4	"The Difficult Path"	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	5	On the Outside Looking In	4	"The Difficult Path"	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
A	5	On the Outside Looking In	4	"The Difficult Path"	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
A	5	On the Outside Looking In	4	"The Difficult Path"	CCSS.ELA-Literacy.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
A	5	On the Outside Looking In	5	"Primary Lessons"	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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A	5	On the Outside Looking In	5	"Primary Lessons"	CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
A	5	On the Outside Looking In	5	"Primary Lessons"	CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
A	5	On the Outside Looking In	5	"Primary Lessons"	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
A	5	On the Outside Looking In	6	Word Relationships	CCSS.ELA-Literacy.L.6.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	5	On the Outside Looking In	6	Word Relationships	CCSS.ELA-Literacy.L.6.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
A	5	On the Outside Looking In	6	Word Relationships	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	6	Word Relationships	CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
A	5	On the Outside Looking In	6	Word Relationships	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	6	Word Relationships	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	5	On the Outside Looking In	7	"How a Cat Played Robinson Crusoe" (A)	CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	5	On the Outside Looking In	7	"How a Cat Played Robinson Crusoe" (A)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	7	"How a Cat Played Robinson Crusoe" (A)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	5	On the Outside Looking In	8	"How a Cat Played Robinson Crusoe" (B)	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	8	"How a Cat Played Robinson Crusoe" (B)	CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	5	On the Outside Looking In	8	"How a Cat Played Robinson Crusoe" (B)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	8	"How a Cat Played Robinson Crusoe" (B)	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	5	On the Outside Looking In	8	"How a Cat Played Robinson Crusoe" (B)	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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A	5	On the Outside Looking In	8	"How a Cat Played Robinson Crusoe" (B)	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
A	5	On the Outside Looking In	9	"Tears of Autumn"	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	9	"Tears of Autumn"	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	5	On the Outside Looking In	9	"Tears of Autumn"	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
A	5	On the Outside Looking In	10	"All Summer in a Day"	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	10	"All Summer in a Day"	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	10	"All Summer in a Day"	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
A	5	On the Outside Looking In	10	"All Summer in a Day"	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
A	5	On the Outside Looking In	10	"All Summer in a Day"	CCSS.ELA-Literacy.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
A	5	On the Outside Looking In	11	"Introduction to Found Poetry"	CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	5	On the Outside Looking In	11	"Introduction to Found Poetry"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	11	"Introduction to Found Poetry"	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	5	On the Outside Looking In	11	"Introduction to Found Poetry"	CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
A	5	On the Outside Looking In	11	"Introduction to Found Poetry"	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
A	5	On the Outside Looking In	11	"Introduction to Found Poetry"	CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	5	On the Outside Looking In	11	"Introduction to Found Poetry"	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	12	"The Pasture" and "The Morns Are Meeker Than They Were"	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	12	"The Pasture" and "The Morns Are Meeker Than They Were"	CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
A	5	On the Outside Looking In	12	"The Pasture" and "The Morns Are Meeker Than They Were"	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	12	"The Pasture" and "The Morns Are Meeker Than They Were"	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

A	5	On the Outside Looking In	12	"The Pasture" and "The Morns Are Meeker Than They Were"	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	5	On the Outside Looking In	12	"The Pasture" and "The Morns Are Meeker Than They Were"	CCSS.ELA-Literacy.SL.6.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
A	5	On the Outside Looking In	12	"The Pasture" and "The Morns Are Meeker Than They Were"	CCSS.ELA-Literacy.W.6.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
A	5	On the Outside Looking In	13	"I Wandered Lonely as a Cloud" and "Until I Saw the Sea"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	13	"I Wandered Lonely as a Cloud" and "Until I Saw the Sea"	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	13	"I Wandered Lonely as a Cloud" and "Until I Saw the Sea"	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	5	On the Outside Looking In	13	"I Wandered Lonely as a Cloud" and "Until I Saw the Sea"	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	5	On the Outside Looking In	13	"I Wandered Lonely as a Cloud" and "Until I Saw the Sea"	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
A	5	On the Outside Looking In	14	"Joy Harjo is the First Native American Poet Laureate"	CCSS.ELA-Literacy.L.6.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
A	5	On the Outside Looking In	14	"Joy Harjo is the First Native American Poet Laureate"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	14	"Joy Harjo is the First Native American Poet Laureate"	CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
A	5	On the Outside Looking In	14	"Joy Harjo is the First Native American Poet Laureate"	CCSS.ELA-Literacy.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
A	5	On the Outside Looking In	14	"Joy Harjo is the First Native American Poet Laureate"	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
A	5	On the Outside Looking In	15	"The Voice" and "Elegy for My Brother Poet"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	15	"The Voice" and "Elegy for My Brother Poet"	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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A	5	On the Outside Looking In	15	"The Voice" and "Elegy for My Brother Poet"	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	5	On the Outside Looking In	15	"The Voice" and "Elegy for My Brother Poet"	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
A	5	On the Outside Looking In	15	"The Voice" and "Elegy for My Brother Poet"	CCSS.ELA-Literacy.RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
A	5	On the Outside Looking In	16	"Borderbus"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	16	"Borderbus"	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	On the Outside Looking In	16	"Borderbus"	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	5	On the Outside Looking In	16	"Borderbus"	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	5	On the Outside Looking In	16	"Borderbus"	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
A	5	On the Outside Looking In	16	"Borderbus"	CCSS.ELA-Literacy.RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
A	5	On the Outside Looking In	17	On the Outside Looking In Unit Review	Multiple	Students review and connect concepts learned throughout the unit.
A	5	On the Outside Looking In	18	On the Outside Looking In Unit Test	Multiple	All assessed standards covered in this unit
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.3.4b	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.4.3a	Choose words and phrases to convey ideas precisely.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use intensive pronouns (e.g., myself, ourselves).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.

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A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.5c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.8.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.8.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the active and passive voice.

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A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.8.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.8.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb voice and mood.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.8.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	7	Skills Center: Speaking and Listening	1	Speaking CCSS.ELA-Literacy.L.6.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
A	7	Skills Center: Speaking and Listening	1	Speaking CCSS.ELA-Literacy.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
A	7	Skills Center: Speaking and Listening	1	Speaking CCSS.ELA-Literacy.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	7	Skills Center: Speaking and Listening	1	Speaking CCSS.ELA-Literacy.W.6.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
A	7	Skills Center: Speaking and Listening	2	Listening CCSS.ELA-Literacy.SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
A	8	Skills Center: Reading	1	Comprehension Skills CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	8	Skills Center: Reading	1	Comprehension Skills CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	8	Skills Center: Reading	1	Comprehension Skills CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
A	8	Skills Center: Reading	1	Comprehension Skills CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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A	8	Skills Center: Reading	1	Comprehension Skills CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	8	Skills Center: Reading	1	Comprehension Skills CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
A	8	Skills Center: Reading	1	Comprehension Skills CCSS.ELA-Literacy.W.6.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
A	8	Skills Center: Reading	1	Comprehension Skills CCSS.ELA-Literacy.W.6.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.L.6.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.L.6.5c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.L.8.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.1d Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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A	9	Skills Center: Writing	1	Foundations CCSS.ELA-Literacy.W.6.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
A	9	Skills Center: Writing	1	Foundations CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.2f	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from the information or explanation presented.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
A	9	Skills Center: Writing	3	Narrative and Fiction Writing CCSS.ELA-Literacy.W.6.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
A	9	Skills Center: Writing	3	Narrative and Fiction Writing CCSS.ELA-Literacy.W.6.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
B	1	Influential People	1	"The Child of Urbino" CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	1	Influential People	1	"The Child of Urbino" CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	Influential People	1	"The Child of Urbino" CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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B	1	Influential People	1	"The Child of Urbino"	CCSS.ELA-Literacy.RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
B	1	Influential People	1	"The Child of Urbino"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	Influential People	1	"The Child of Urbino"	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
B	1	Influential People	1	"The Child of Urbino"	CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	1	Influential People	1	"The Child of Urbino"	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	Influential People	1	"The Child of Urbino"	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	1	Influential People	2	"Mary Cassatt: Artist and Trailblazer"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	Influential People	2	"Mary Cassatt: Artist and Trailblazer"	CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
B	1	Influential People	2	"Mary Cassatt: Artist and Trailblazer"	CCSS.ELA-Literacy.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
B	1	Influential People	2	"Mary Cassatt: Artist and Trailblazer"	CCSS.ELA-Literacy.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
B	1	Influential People	3	"Washed-Up Plastics Become Art with a Vital Message"	CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	1	Influential People	3	"Washed-Up Plastics Become Art with a Vital Message"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	Influential People	3	"Washed-Up Plastics Become Art with a Vital Message"	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	1	Influential People	3	"Washed-Up Plastics Become Art with a Vital Message"	CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
B	1	Influential People	3	"Washed-Up Plastics Become Art with a Vital Message"	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
B	1	Influential People	4	"Marian Anderson Sings"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	Influential People	4	"Marian Anderson Sings"	CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
B	1	Influential People	4	"Marian Anderson Sings"	CCSS.ELA-Literacy.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
B	1	Influential People	4	"Marian Anderson Sings"	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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B	1	Influential People	5	"Mohandas Gandhi: Truth in Action"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	Influential People	5	"Mohandas Gandhi: Truth in Action"	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	1	Influential People	5	"Mohandas Gandhi: Truth in Action"	CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
B	1	Influential People	6	"Equal Justice Under Law: Thurgood Marshall"	CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	1	Influential People	6	"Equal Justice Under Law: Thurgood Marshall"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	Influential People	6	"Equal Justice Under Law: Thurgood Marshall"	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	1	Influential People	6	"Equal Justice Under Law: Thurgood Marshall"	CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
B	1	Influential People	7	"On the Front Lines with Thurgood Marshall"	CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	1	Influential People	7	"On the Front Lines with Thurgood Marshall"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	Influential People	7	"On the Front Lines with Thurgood Marshall"	CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
B	1	Influential People	7	"On the Front Lines with Thurgood Marshall"	CCSS.ELA-Literacy.RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
B	1	Influential People	8	President John F. Kennedy's Speech at Rice University	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	Influential People	8	President John F. Kennedy's Speech at Rice University	CCSS.ELA-Literacy.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
B	1	Influential People	8	President John F. Kennedy's Speech at Rice University	CCSS.ELA-Literacy.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
B	1	Influential People	8	President John F. Kennedy's Speech at Rice University	CCSS.ELA-Literacy.SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
B	1	Influential People	9	First Lady Michelle Obama's Remarks with Youth of Northern Ireland	CCSS.ELA-Literacy.L.3.3a	Choose words and phrases for effect.
B	1	Influential People	9	First Lady Michelle Obama's Remarks with Youth of Northern Ireland	CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	1	Influential People	9	First Lady Michelle Obama's Remarks with Youth of Northern Ireland	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	Influential People	9	First Lady Michelle Obama's Remarks with Youth of Northern Ireland	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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B	1	Influential People	9	First Lady Michelle Obama's Remarks with Youth of Northern Ireland	CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
B	1	Influential People	9	First Lady Michelle Obama's Remarks with Youth of Northern Ireland	CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
B	1	Influential People	9	First Lady Michelle Obama's Remarks with Youth of Northern Ireland	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
B	1	Influential People	10	Spelling and Commonly Confused Words	CCSS.ELA-Literacy.L.4.1g	Correctly use frequently confused words (e.g., to/too/two; there/their).
B	1	Influential People	10	Spelling and Commonly Confused Words	CCSS.ELA-Literacy.L.6.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
B	1	Influential People	10	Spelling and Commonly Confused Words	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	Influential People	11	Model Personal Narrative	CCSS.ELA-Literacy.L.4.3a	Choose words and phrases to convey ideas precisely.
B	1	Influential People	11	Model Personal Narrative	CCSS.ELA-Literacy.L.7.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
B	1	Influential People	11	Model Personal Narrative	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	Influential People	11	Model Personal Narrative	CCSS.ELA-Literacy.W.6.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B	1	Influential People	11	Model Personal Narrative	CCSS.ELA-Literacy.W.6.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
B	1	Influential People	11	Model Personal Narrative	CCSS.ELA-Literacy.W.6.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
B	1	Influential People	11	Model Personal Narrative	CCSS.ELA-Literacy.W.6.3e	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from the narrated experiences or events.
B	1	Influential People	11	Model Personal Narrative	CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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B	1	Influential People	12	Personal Narrative: Planning	CCSS.ELA-Literacy.L.4.3a	Choose words and phrases to convey ideas precisely.
B	1	Influential People	12	Personal Narrative: Planning	CCSS.ELA-Literacy.L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.
B	1	Influential People	12	Personal Narrative: Planning	CCSS.ELA-Literacy.L.6.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
B	1	Influential People	12	Personal Narrative: Planning	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	Influential People	12	Personal Narrative: Planning	CCSS.ELA-Literacy.W.6.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B	1	Influential People	12	Personal Narrative: Planning	CCSS.ELA-Literacy.W.6.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
B	1	Influential People	12	Personal Narrative: Planning	CCSS.ELA-Literacy.W.6.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
B	1	Influential People	12	Personal Narrative: Planning	CCSS.ELA-Literacy.W.6.3e	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from the narrated experiences or events.
B	1	Influential People	12	Personal Narrative: Planning	CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	1	Influential People	12	Personal Narrative: Planning	CCSS.ELA-Literacy.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
B	1	Influential People	13	Personal Narrative: Language That Shows	CCSS.ELA-Literacy.L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
B	1	Influential People	13	Personal Narrative: Language That Shows	CCSS.ELA-Literacy.L.4.3a	Choose words and phrases to convey ideas precisely.
B	1	Influential People	13	Personal Narrative: Language That Shows	CCSS.ELA-Literacy.L.6.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in pronoun number and person.

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B	1	Influential People	13	Personal Narrative: Language That Shows	CCSS.ELA-Literacy.W.6.3b Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
B	1	Influential People	13	Personal Narrative: Language That Shows	CCSS.ELA-Literacy.W.6.3d Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
B	1	Influential People	14	Personal Narrative: Drafting	CCSS.ELA-Literacy.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
B	1	Influential People	14	Personal Narrative: Drafting	CCSS.ELA-Literacy.W.6.3a Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B	1	Influential People	14	Personal Narrative: Drafting	CCSS.ELA-Literacy.W.6.3b Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
B	1	Influential People	14	Personal Narrative: Drafting	CCSS.ELA-Literacy.W.6.3c Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
B	1	Influential People	15	Personal Narrative: Conclusions	CCSS.ELA-Literacy.L.6.5b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
B	1	Influential People	15	Personal Narrative: Conclusions	CCSS.ELA-Literacy.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	1	Influential People	15	Personal Narrative: Conclusions	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	Influential People	15	Personal Narrative: Conclusions	CCSS.ELA-Literacy.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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B	1	Influential People	15	Personal Narrative: Conclusions	CCSS.ELA-Literacy.W.6.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B	1	Influential People	15	Personal Narrative: Conclusions	CCSS.ELA-Literacy.W.6.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
B	1	Influential People	15	Personal Narrative: Conclusions	CCSS.ELA-Literacy.W.6.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
B	1	Influential People	15	Personal Narrative: Conclusions	CCSS.ELA-Literacy.W.6.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
B	1	Influential People	15	Personal Narrative: Conclusions	CCSS.ELA-Literacy.W.6.3e	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from the narrated experiences or events.
B	1	Influential People	16	Personal Narrative: Revising and Proofreading	CCSS.ELA-Literacy.L.6.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.
B	1	Influential People	16	Personal Narrative: Revising and Proofreading	CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	1	Influential People	16	Personal Narrative: Revising and Proofreading	CCSS.ELA-Literacy.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
B	1	Influential People	16	Personal Narrative: Revising and Proofreading	CCSS.ELA-Literacy.W.6.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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B	1	Influential People	16	Personal Narrative: Revising and Proofreading	CCSS.ELA-Literacy.W.6.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
B	1	Influential People	16	Personal Narrative: Revising and Proofreading	CCSS.ELA-Literacy.W.6.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
B	1	Influential People	16	Personal Narrative: Revising and Proofreading	CCSS.ELA-Literacy.W.6.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
B	1	Influential People	16	Personal Narrative: Revising and Proofreading	CCSS.ELA-Literacy.W.6.3e	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from the narrated experiences or events.
B	1	Influential People	16	Personal Narrative: Revising and Proofreading	CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	1	Influential People	16	Personal Narrative: Revising and Proofreading	CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	1	Influential People	16	Personal Narrative: Revising and Proofreading	CCSS.ELA-Literacy.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
B	1	Influential People	17	Influential People Unit Review	Multiple	Students review and connect concepts learned throughout the unit.
B	1	Influential People	18	Influential People Unit Test	Multiple	All assessed standards covered in this unit
B	2	The Secret Garden	1	The Secret Garden (A)	CCSS.ELA-Literacy.L.6.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	2	The Secret Garden	1	The Secret Garden (A)	CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	2	The Secret Garden	1	The Secret Garden (A)	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	The Secret Garden	1	The Secret Garden (A)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	The Secret Garden	1	The Secret Garden (A)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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B	2	The Secret Garden	1	The Secret Garden (A)	CCSS.ELA-Literacy.SL.6.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
B	2	The Secret Garden	2	The Secret Garden (B)	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	The Secret Garden	2	The Secret Garden (B)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	The Secret Garden	2	The Secret Garden (B)	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	2	The Secret Garden	2	The Secret Garden (B)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	2	The Secret Garden	2	The Secret Garden (B)	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
B	2	The Secret Garden	2	The Secret Garden (B)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	The Secret Garden	2	The Secret Garden (B)	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
B	2	The Secret Garden	3	The Secret Garden (C)	CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	2	The Secret Garden	3	The Secret Garden (C)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	The Secret Garden	3	The Secret Garden (C)	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	2	The Secret Garden	3	The Secret Garden (C)	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	2	The Secret Garden	3	The Secret Garden (C)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	2	The Secret Garden	4	The Secret Garden (D)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	The Secret Garden	4	The Secret Garden (D)	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	2	The Secret Garden	4	The Secret Garden (D)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	2	The Secret Garden	5	The Secret Garden (E)	CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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B	2	The Secret Garden	5	The Secret Garden (D)	CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	2	The Secret Garden	5	The Secret Garden (E)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	The Secret Garden	5	The Secret Garden (E)	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	2	The Secret Garden	5	The Secret Garden (E)	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	2	The Secret Garden	5	The Secret Garden (E)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	2	The Secret Garden	6	The Secret Garden (F)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	The Secret Garden	6	The Secret Garden (F)	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	2	The Secret Garden	6	The Secret Garden (F)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	2	The Secret Garden	6	The Secret Garden (F)	CCSS.ELA-Literacy.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
B	2	The Secret Garden	7	The Secret Garden (G)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	The Secret Garden	7	The Secret Garden (G)	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	2	The Secret Garden	7	The Secret Garden (G)	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	2	The Secret Garden	7	The Secret Garden (G)	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
B	2	The Secret Garden	8	The Secret Garden (H)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	The Secret Garden	8	The Secret Garden (H)	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	2	The Secret Garden	8	The Secret Garden (H)	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	2	The Secret Garden	8	The Secret Garden (H)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	2	The Secret Garden	9	The Secret Garden (I)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	The Secret Garden	9	The Secret Garden (I)	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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B	2	The Secret Garden	9	The Secret Garden (I) CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	2	The Secret Garden	9	The Secret Garden (I) CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	2	The Secret Garden	10	The Secret Garden (J) CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	The Secret Garden	10	The Secret Garden (J) CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	2	The Secret Garden	11	The Secret Garden (K) CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	2	The Secret Garden	11	The Secret Garden (K) CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	2	The Secret Garden	11	The Secret Garden (K) CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	The Secret Garden	11	The Secret Garden (K) CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	2	The Secret Garden	11	The Secret Garden (K) CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	2	The Secret Garden	11	The Secret Garden (K) CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	2	The Secret Garden	11	The Secret Garden (K) CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
B	2	The Secret Garden	12	Model Book Review CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	The Secret Garden	12	Model Book Review CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	The Secret Garden	12	Model Book Review CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
B	2	The Secret Garden	12	Model Book Review CCSS.ELA-Literacy.W.6.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
B	2	The Secret Garden	13	Book Review: Author Research CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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B	2	The Secret Garden	13	Book Review: Author Research	CCSS.ELA-Literacy.W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	2	The Secret Garden	13	Book Review: Author Research	CCSS.ELA-Literacy.W.6.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
B	2	The Secret Garden	13	Book Review: Author Research	CCSS.ELA-Literacy.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
B	2	The Secret Garden	13	Book Review: Author Research	CCSS.ELA-Literacy.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
B	2	The Secret Garden	14	Book Review: Summarizing Fiction	CCSS.ELA-Literacy.L.6.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
B	2	The Secret Garden	14	Book Review: Summarizing Fiction	CCSS.ELA-Literacy.L.6.3b	Maintain consistency in style and tone.
B	2	The Secret Garden	14	Book Review: Summarizing Fiction	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	The Secret Garden	14	Book Review: Summarizing Fiction	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	The Secret Garden	14	Book Review: Summarizing Fiction	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	2	The Secret Garden	14	Book Review: Summarizing Fiction	CCSS.ELA-Literacy.W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	2	The Secret Garden	14	Book Review: Summarizing Fiction	CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
B	2	The Secret Garden	14	Book Review: Summarizing Fiction	CCSS.ELA-Literacy.W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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B	2	The Secret Garden	14	Book Review: Summarizing Fiction	CCSS.ELA-Literacy.W.6.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
B	2	The Secret Garden	14	Book Review: Summarizing Fiction	CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	2	The Secret Garden	15	Book Review: Drafting	CCSS.ELA-Literacy.L.6.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
B	2	The Secret Garden	15	Book Review: Drafting	CCSS.ELA-Literacy.L.6.3b	Maintain consistency in style and tone.
B	2	The Secret Garden	15	Book Review: Drafting	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	2	The Secret Garden	15	Book Review: Drafting	CCSS.ELA-Literacy.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
B	2	The Secret Garden	15	Book Review: Drafting	CCSS.ELA-Literacy.W.6.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
B	2	The Secret Garden	15	Book Review: Drafting	CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
B	2	The Secret Garden	15	Book Review: Drafting	CCSS.ELA-Literacy.W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	2	The Secret Garden	15	Book Review: Drafting	CCSS.ELA-Literacy.W.6.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
B	2	The Secret Garden	15	Book Review: Drafting	CCSS.ELA-Literacy.W.6.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
B	2	The Secret Garden	15	Book Review: Drafting	CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	2	The Secret Garden	15	Book Review: Drafting	CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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B	2	The Secret Garden	16	Book Review: Revising and Proofreading	CCSS.ELA-Literacy.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	2	The Secret Garden	16	Book Review: Revising and Proofreading	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	The Secret Garden	16	Book Review: Revising and Proofreading	CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	2	The Secret Garden	16	Book Review: Revising and Proofreading	CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
B	2	The Secret Garden	16	Book Review: Revising and Proofreading	CCSS.ELA-Literacy.W.6.1b Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
B	2	The Secret Garden	16	Book Review: Revising and Proofreading	CCSS.ELA-Literacy.W.6.1d Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	2	The Secret Garden	16	Book Review: Revising and Proofreading	CCSS.ELA-Literacy.W.6.1e Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from the argument presented.
B	2	The Secret Garden	16	Book Review: Revising and Proofreading	CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
B	2	The Secret Garden	16	Book Review: Revising and Proofreading	CCSS.ELA-Literacy.W.6.2b Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
B	2	The Secret Garden	16	Book Review: Revising and Proofreading	CCSS.ELA-Literacy.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	2	The Secret Garden	16	Book Review: Revising and Proofreading	CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	2	The Secret Garden	16	Book Review: Revising and Proofreading	CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
B	2	The Secret Garden	16	Book Review: Revising and Proofreading	CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
B	2	The Secret Garden	17	The Secret Garden Unit Review	Multiple Students review and connect concepts learned throughout the unit.
B	2	The Secret Garden	18	The Secret Garden Unit Test	Multiple All assessed standards covered in this unit

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B	3	Human Kindness	1	Giving to a Charity	CCSS.ELA-Literacy.L.6.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
B	3	Human Kindness	1	Giving to a Charity	CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	3	Human Kindness	1	Giving to a Charity	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Human Kindness	1	Giving to a Charity	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	3	Human Kindness	1	Giving to a Charity	CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
B	3	Human Kindness	1	Giving to a Charity	CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
B	3	Human Kindness	1	Giving to a Charity	CCSS.ELA-Literacy.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
B	3	Human Kindness	2	"Thank You Ma'am" (A)	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Human Kindness	2	"Thank You Ma'am" (A)	CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	3	Human Kindness	2	"Thank You Ma'am" (A)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Human Kindness	2	"Thank You Ma'am" (A)	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	3	Human Kindness	2	"Thank You Ma'am" (A)	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	3	Human Kindness	2	"Thank You Ma'am" (A)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	3	Human Kindness	3	"Thank You Ma'am" (B)	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Human Kindness	3	"Thank You Ma'am" (B)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Human Kindness	3	"Thank You Ma'am" (B)	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	3	Human Kindness	3	"Thank You Ma'am" (B)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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B	3	Human Kindness	3	"Thank You Ma'am" (B)	CCSS.ELA-Literacy.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
B	3	Human Kindness	4	"Mistaken Text Leads to Fundraiser"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Human Kindness	4	"Mistaken Text Leads to Fundraiser"	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	3	Human Kindness	4	"Mistaken Text Leads to Fundraiser"	CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
B	3	Human Kindness	4	"Mistaken Text Leads to Fundraiser"	CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
B	3	Human Kindness	4	"Mistaken Text Leads to Fundraiser"	CCSS.ELA-Literacy.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
B	3	Human Kindness	4	"Mistaken Text Leads to Fundraiser"	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	3	Human Kindness	5	"An Hour with Abuelo" (A)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Human Kindness	5	"An Hour with Abuelo" (A)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	3	Human Kindness	5	"An Hour with Abuelo" (A)	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
B	3	Human Kindness	5	"An Hour with Abuelo" (A)	CCSS.ELA-Literacy.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
B	3	Human Kindness	6	"An Hour with Abuelo" (B)	CCSS.ELA-Literacy.L.6.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
B	3	Human Kindness	6	"An Hour with Abuelo" (B)	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	3	Human Kindness	6	"An Hour with Abuelo" (B)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Human Kindness	6	"An Hour with Abuelo" (B)	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	3	Human Kindness	6	"An Hour with Abuelo" (B)	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	3	Human Kindness	6	"An Hour with Abuelo" (B)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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B	3	Human Kindness	6	"An Hour with Aboultobey" (by Malala)	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
B	3	Human Kindness	7	Malala	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Human Kindness	7	Malala	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	3	Human Kindness	7	Malala	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
B	3	Human Kindness	7	Malala	CCSS.ELA-Literacy.RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
B	3	Human Kindness	8	"The Strangers That Came to Town"	CCSS.ELA-Literacy.L.6.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context.
B	3	Human Kindness	8	"The Strangers That Came to Town"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Human Kindness	8	"The Strangers That Came to Town"	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Human Kindness	8	"The Strangers That Came to Town"	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	3	Human Kindness	8	"The Strangers That Came to Town"	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	3	Human Kindness	8	"The Strangers That Came to Town"	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
B	3	Human Kindness	9	Similar Topics, Different Genres	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	3	Human Kindness	9	Similar Topics, Different Genres	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
B	3	Human Kindness	9	Similar Topics, Different Genres	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Human Kindness	9	Similar Topics, Different Genres	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	3	Human Kindness	9	Similar Topics, Different Genres	CCSS.ELA-Literacy.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
B	3	Human Kindness	9	Similar Topics, Different Genres	CCSS.ELA-Literacy.RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

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B	3	Human Kindness	10	Multiple Meaning Words and Context CCSS.ELA-Literacy.L.6.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	3	Human Kindness	10	Multiple Meaning Words and Context CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	3	Human Kindness	10	Multiple Meaning Words and Context CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Human Kindness	11	Universal Experiences CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Human Kindness	11	Universal Experiences CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	3	Human Kindness	11	Universal Experiences CCSS.ELA-Literacy.RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
B	3	Human Kindness	11	Universal Experiences CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Human Kindness	11	Universal Experiences CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	3	Human Kindness	12	Literary Essay: Prewriting CCSS.ELA-Literacy.L.5.2a	Use punctuation to separate items in a series.
B	3	Human Kindness	12	Literary Essay: Prewriting CCSS.ELA-Literacy.L.6.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
B	3	Human Kindness	12	Literary Essay: Prewriting CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Human Kindness	12	Literary Essay: Prewriting CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	3	Human Kindness	12	Literary Essay: Prewriting CCSS.ELA-Literacy.SL.6.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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B	3	Human Kindness	12	Literary Essay: Prewriting	CCSS.ELA-Literacy.SL.6.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
B	3	Human Kindness	12	Literary Essay: Prewriting	CCSS.ELA-Literacy.W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	3	Human Kindness	12	Literary Essay: Prewriting	CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	3	Human Kindness	12	Literary Essay: Prewriting	CCSS.ELA-Literacy.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
B	3	Human Kindness	13	Literary Essay: Planning	CCSS.ELA-Literacy.W.6.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
B	3	Human Kindness	13	Literary Essay: Planning	CCSS.ELA-Literacy.W.6.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
B	3	Human Kindness	13	Literary Essay: Planning	CCSS.ELA-Literacy.W.6.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	3	Human Kindness	13	Literary Essay: Planning	CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	3	Human Kindness	13	Literary Essay: Planning	CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	3	Human Kindness	13	Literary Essay: Planning	CCSS.ELA-Literacy.W.6.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
B	3	Human Kindness	14	Literary Essay: Drafting (A)	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Human Kindness	14	Literary Essay: Drafting (A)	CCSS.ELA-Literacy.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.

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B	3	Human Kindness	14	Literary Essay: Drafting (A)	CCSS.ELA-Literacy.W.6.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
B	3	Human Kindness	14	Literary Essay: Drafting (A)	CCSS.ELA-Literacy.W.6.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
B	3	Human Kindness	14	Literary Essay: Drafting (A)	CCSS.ELA-Literacy.W.6.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
B	3	Human Kindness	14	Literary Essay: Drafting (A)	CCSS.ELA-Literacy.W.6.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	3	Human Kindness	14	Literary Essay: Drafting (A)	CCSS.ELA-Literacy.W.6.1e	Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from the argument presented.
B	3	Human Kindness	14	Literary Essay: Drafting (A)	CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	3	Human Kindness	14	Literary Essay: Drafting (A)	CCSS.ELA-Literacy.W.6.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
B	3	Human Kindness	14	Literary Essay: Drafting (A)	CCSS.ELA-Literacy.W.6.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
B	3	Human Kindness	15	Literary Essay: Drafting (B)	CCSS.ELA-Literacy.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
B	3	Human Kindness	15	Literary Essay: Drafting (B)	CCSS.ELA-Literacy.W.6.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	3	Human Kindness	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
B	3	Human Kindness	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.6.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.

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B	3	Human Kindness	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.6.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
B	3	Human Kindness	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.6.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
B	3	Human Kindness	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.6.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	3	Human Kindness	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.6.1e	Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from the argument presented.
B	3	Human Kindness	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	3	Human Kindness	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	3	Human Kindness	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
B	3	Human Kindness	17	Human Kindness Unit Review	Multiple	Students review and connect concepts learned throughout the unit.
B	3	Human Kindness	18	Human Kindness Unit Test	Multiple	All assessed standards covered in this unit
B	4	The Impact of Words	1	"Pro/Con: Is Binge-Watching Good or Bad for Us?" (A)	CCSS.ELA-Literacy.L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
B	4	The Impact of Words	1	"Pro/Con: Is Binge-Watching Good or Bad for Us?" (A)	CCSS.ELA-Literacy.L.6.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
B	4	The Impact of Words	1	"Pro/Con: Is Binge-Watching Good or Bad for Us?" (A)	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	The Impact of Words	1	"Pro/Con: Is Binge-Watching Good or Bad for Us?" (A)	CCSS.ELA-Literacy.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
B	4	The Impact of Words	2	"Pro/Con: Is Binge-Watching Good or Bad for Us?" (B)	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	The Impact of Words	2	"Pro/Con: Is Binge-Watching Good or Bad for Us?" (B)	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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B	4	The Impact of Words	2	"Pro/Con: Agree or Disagree with Barack Obama's 'Back to School' Speech" (B)	CCSS.ELA-Literacy.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
B	4	The Impact of Words	3	"Opinion: Emoticons and Symbols Aren't Ruining Language, They're Revolutionizing It"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	The Impact of Words	3	"Opinion: Emoticons and Symbols Aren't Ruining Language, They're Revolutionizing It"	CCSS.ELA-Literacy.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
B	4	The Impact of Words	3	"Opinion: Emoticons and Symbols Aren't Ruining Language, They're Revolutionizing It"	CCSS.ELA-Literacy.W.6.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
B	4	The Impact of Words	4	President Barack Obama's Third Annual Back-to-School Speech	CCSS.ELA-Literacy.L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
B	4	The Impact of Words	4	President Barack Obama's Third Annual Back-to-School Speech	CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	4	The Impact of Words	4	President Barack Obama's Third Annual Back-to-School Speech	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	The Impact of Words	4	President Barack Obama's Third Annual Back-to-School Speech	CCSS.ELA-Literacy.SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
B	4	The Impact of Words	5	Model Argument Essay	CCSS.ELA-Literacy.L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
B	4	The Impact of Words	5	Model Argument Essay	CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	4	The Impact of Words	5	Model Argument Essay	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	The Impact of Words	5	Model Argument Essay	CCSS.ELA-Literacy.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
B	4	The Impact of Words	5	Model Argument Essay	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	The Impact of Words	5	Model Argument Essay	CCSS.ELA-Literacy.SL.6.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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B	4	The Impact of Words	5	Model Argument Essay	CCSS.ELA-Literacy.SL.6.1d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
B	4	The Impact of Words	6	Argument Essay: Planning	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	The Impact of Words	6	Argument Essay: Planning	CCSS.ELA-Literacy.W.6.1a Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
B	4	The Impact of Words	6	Argument Essay: Planning	CCSS.ELA-Literacy.W.6.1b Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
B	4	The Impact of Words	6	Argument Essay: Planning	CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	4	The Impact of Words	6	Argument Essay: Planning	CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
B	4	The Impact of Words	7	Argument Essay: Prewriting	CCSS.ELA-Literacy.L.6.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
B	4	The Impact of Words	7	Argument Essay: Prewriting	CCSS.ELA-Literacy.W.6.1a Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
B	4	The Impact of Words	7	Argument Essay: Prewriting	CCSS.ELA-Literacy.W.6.1b Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
B	4	The Impact of Words	7	Argument Essay: Prewriting	CCSS.ELA-Literacy.W.6.1c Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
B	4	The Impact of Words	7	Argument Essay: Prewriting	CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	4	The Impact of Words	7	Argument Essay: Prewriting	CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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B	4	The Impact of Words	7	Argument Essay: Prewriting CCSS.ELA-Literacy.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
B	4	The Impact of Words	8	Argument Essay: Drafting (A) CCSS.ELA-Literacy.L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
B	4	The Impact of Words	8	Argument Essay: Drafting (A) CCSS.ELA-Literacy.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
B	4	The Impact of Words	8	Argument Essay: Drafting (A) CCSS.ELA-Literacy.W.6.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
B	4	The Impact of Words	8	Argument Essay: Drafting (A) CCSS.ELA-Literacy.W.6.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
B	4	The Impact of Words	8	Argument Essay: Drafting (A) CCSS.ELA-Literacy.W.6.1e	Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from the argument presented.
B	4	The Impact of Words	8	Argument Essay: Drafting (A) CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	4	The Impact of Words	8	Argument Essay: Drafting (A) CCSS.ELA-Literacy.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
B	4	The Impact of Words	8	Argument Essay: Drafting (A) CCSS.ELA-Literacy.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
B	4	The Impact of Words	9	Argument Essay: Drafting (B) CCSS.ELA-Literacy.L.6.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain consistency in style and tone.
B	4	The Impact of Words	9	Argument Essay: Drafting (B) CCSS.ELA-Literacy.L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
B	4	The Impact of Words	9	Argument Essay: Drafting (B) CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	4	The Impact of Words	9	Argument Essay: Drafting (B) CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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B	4	The Impact of Words	9	Argument Essay: Drafting (B)	CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
B	4	The Impact of Words	9	Argument Essay: Drafting (B)	CCSS.ELA-Literacy.W.6.1a Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
B	4	The Impact of Words	9	Argument Essay: Drafting (B)	CCSS.ELA-Literacy.W.6.1b Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
B	4	The Impact of Words	9	Argument Essay: Drafting (B)	CCSS.ELA-Literacy.W.6.1e Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from the argument presented.
B	4	The Impact of Words	9	Argument Essay: Drafting (B)	CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	4	The Impact of Words	9	Argument Essay: Drafting (B)	CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
B	4	The Impact of Words	9	Argument Essay: Drafting (B)	CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
B	4	The Impact of Words	10	Argument Essay: Editing	CCSS.ELA-Literacy.W.6.1a Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
B	4	The Impact of Words	10	Argument Essay: Editing	CCSS.ELA-Literacy.W.6.1b Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
B	4	The Impact of Words	10	Argument Essay: Editing	CCSS.ELA-Literacy.W.6.1e Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from the argument presented.
B	4	The Impact of Words	10	Argument Essay: Editing	CCSS.ELA-Literacy.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	4	The Impact of Words	10	Argument Essay: Editing	CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	4	The Impact of Words	10	Argument Essay: Editing	CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
B	4	The Impact of Words	11	"Why We Buy What We Buy"	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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B	4	The Impact of Words	11	"Why We Buy What We Buy"	CCSS.ELA-Literacy.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
B	4	The Impact of Words	11	"Why We Buy What We Buy"	CCSS.ELA-Literacy.SL.6.1d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
B	4	The Impact of Words	11	"Why We Buy What We Buy"	CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	4	The Impact of Words	12	The Impact of Media	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	The Impact of Words	12	The Impact of Media	CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
B	4	The Impact of Words	12	The Impact of Media	CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
B	4	The Impact of Words	12	The Impact of Media	CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
B	4	The Impact of Words	13	Present an Advertisement (A)	CCSS.ELA-Literacy.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	4	The Impact of Words	13	Present an Advertisement (A)	CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	4	The Impact of Words	13	Present an Advertisement (A)	CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
B	4	The Impact of Words	14	Present an Advertisement (B)	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	The Impact of Words	14	Present an Advertisement (B)	CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
B	4	The Impact of Words	14	Present an Advertisement (B)	CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
B	4	The Impact of Words	15	Present an Advertisement (C)	CCSS.ELA-Literacy.L.3.3a Choose words and phrases for effect.
B	4	The Impact of Words	15	Present an Advertisement (C)	CCSS.ELA-Literacy.L.4.3b Choose punctuation for effect.
B	4	The Impact of Words	15	Present an Advertisement (C)	CCSS.ELA-Literacy.L.6.3b Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain consistency in style and tone.
B	4	The Impact of Words	15	Present an Advertisement (C)	CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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B	4	The Impact of Words	15	Present an Advertisement (C)	CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
B	4	The Impact of Words	15	Present an Advertisement (C)	CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	4	The Impact of Words	15	Present an Advertisement (C)	CCSS.ELA-Literacy.W.6.2d Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
B	4	The Impact of Words	16	Present an Advertisement (D)	CCSS.ELA-Literacy.L.6.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
B	4	The Impact of Words	16	Present an Advertisement (D)	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	The Impact of Words	16	Present an Advertisement (D)	CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
B	4	The Impact of Words	16	Present an Advertisement (D)	CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
B	4	The Impact of Words	16	Present an Advertisement (D)	CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	4	The Impact of Words	17	The Impact of Words Unit Review	Multiple Students review and connect concepts learned throughout the unit.
B	4	The Impact of Words	18	The Impact of Words Unit Test	Multiple All assessed standards covered in this unit
B	5	Twelfth Night	1	Discover Shakespeare	CCSS.ELA-Literacy.L.6.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	5	Twelfth Night	1	Discover Shakespeare	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Twelfth Night	1	Discover Shakespeare	CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	5	Twelfth Night	1	Discover Shakespeare	CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
B	5	Twelfth Night	1	Discover Shakespeare	CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
B	5	Twelfth Night	2	Reading Drama	CCSS.ELA-Literacy.L.6.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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B	5	Twelfth Night	2	Reading Drama CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Twelfth Night	2	Reading Drama CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	5	Twelfth Night	2	Reading Drama CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Twelfth Night	2	Reading Drama CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	5	Twelfth Night	2	Reading Drama CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	5	Twelfth Night	3	Twelfth Night (A) CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Twelfth Night	3	Twelfth Night (A) CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	5	Twelfth Night	3	Twelfth Night (A) CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	5	Twelfth Night	3	Twelfth Night (A) CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	5	Twelfth Night	3	Twelfth Night (A) CCSS.ELA-Literacy.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
B	5	Twelfth Night	4	Twelfth Night (B) CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Twelfth Night	4	Twelfth Night (B) CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Twelfth Night	4	Twelfth Night (B) CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	5	Twelfth Night	4	Twelfth Night (B) CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	5	Twelfth Night	4	Twelfth Night (B) CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	5	Twelfth Night	5	Twelfth Night (C) CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Twelfth Night	5	Twelfth Night (C) CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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B	5	Twelfth Night	5	Twelfth Night (C)	CCSS.ELA-Literacy.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
B	5	Twelfth Night	5	Twelfth Night (C)	CCSS.ELA-Literacy.RL.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Twelfth Night	5	Twelfth Night (C)	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
B	5	Twelfth Night	6	Twelfth Night (D)	CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Twelfth Night	6	Twelfth Night (D)	CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	5	Twelfth Night	6	Twelfth Night (D)	CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	5	Twelfth Night	6	Twelfth Night (D)	CCSS.ELA-Literacy.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
B	5	Twelfth Night	7	The Language of Shakespeare	CCSS.ELA-Literacy.L.6.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	5	Twelfth Night	7	The Language of Shakespeare	CCSS.ELA-Literacy.L.6.5b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
B	5	Twelfth Night	7	The Language of Shakespeare	CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Twelfth Night	7	The Language of Shakespeare	CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Twelfth Night	7	The Language of Shakespeare	CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	5	Twelfth Night	8	Twelfth Night (E)	CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Twelfth Night	8	Twelfth Night (E)	CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	5	Twelfth Night	8	Twelfth Night (E)	CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	5	Twelfth Night	8	Twelfth Night (E)	CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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B	5	Twelfth Night	8	Twelfth Night (E)	CCSS.ELA-Literacy.SL.6.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
B	5	Twelfth Night	8	Twelfth Night (E)	CCSS.ELA-Literacy.SL.6.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
B	5	Twelfth Night	8	Twelfth Night (E)	CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	5	Twelfth Night	9	Twelfth Night (F)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Twelfth Night	9	Twelfth Night (F)	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	5	Twelfth Night	9	Twelfth Night (F)	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	5	Twelfth Night	10	Twelfth Night (G)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Twelfth Night	10	Twelfth Night (G)	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	5	Twelfth Night	10	Twelfth Night (G)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	5	Twelfth Night	10	Twelfth Night (G)	CCSS.ELA-Literacy.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
B	5	Twelfth Night	11	Modernize Twelfth Night: Planning	CCSS.ELA-Literacy.L.6.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
B	5	Twelfth Night	11	Modernize Twelfth Night: Planning	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Twelfth Night	11	Modernize Twelfth Night: Planning	CCSS.ELA-Literacy.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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B	5	Twelfth Night	11	Modernize Twelfth Night: Planning	CCSS.ELA-Literacy.W.6.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B	5	Twelfth Night	11	Modernize Twelfth Night: Planning	CCSS.ELA-Literacy.W.6.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
B	5	Twelfth Night	11	Modernize Twelfth Night: Planning	CCSS.ELA-Literacy.W.6.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
B	5	Twelfth Night	11	Modernize Twelfth Night: Planning	CCSS.ELA-Literacy.W.6.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
B	5	Twelfth Night	11	Modernize Twelfth Night: Planning	CCSS.ELA-Literacy.W.6.3e	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from the narrated experiences or events.
B	5	Twelfth Night	11	Modernize Twelfth Night: Planning	CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	5	Twelfth Night	11	Modernize Twelfth Night: Planning	CCSS.ELA-Literacy.W.6.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
B	5	Twelfth Night	12	Modernize Twelfth Night: Drafting (A)	CCSS.ELA-Literacy.L.6.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
B	5	Twelfth Night	12	Modernize Twelfth Night: Drafting (A)	CCSS.ELA-Literacy.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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B	5	Twelfth Night	12	Modernize Twelfth Night: Drafting (A) CCSS.ELA-Literacy.W.6.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B	5	Twelfth Night	12	Modernize Twelfth Night: Drafting (A) CCSS.ELA-Literacy.W.6.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
B	5	Twelfth Night	12	Modernize Twelfth Night: Drafting (A) CCSS.ELA-Literacy.W.6.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
B	5	Twelfth Night	13	Modernize Twelfth Night: Drafting (B) CCSS.ELA-Literacy.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
B	5	Twelfth Night	13	Modernize Twelfth Night: Drafting (B) CCSS.ELA-Literacy.W.6.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B	5	Twelfth Night	13	Modernize Twelfth Night: Drafting (B) CCSS.ELA-Literacy.W.6.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
B	5	Twelfth Night	13	Modernize Twelfth Night: Drafting (B) CCSS.ELA-Literacy.W.6.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
B	5	Twelfth Night	13	Modernize Twelfth Night: Drafting (B) CCSS.ELA-Literacy.W.6.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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B	5	Twelfth Night	13	Modernize Twelfth Night: Drafting (B)	CCSS.ELA-Literacy.W.6.3e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from the narrated experiences or events.
B	5	Twelfth Night	13	Modernize Twelfth Night: Drafting (B)	CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	5	Twelfth Night	14	"Alas, Shakespeare Won't Be Taught in This Class"	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Twelfth Night	14	"Alas, Shakespeare Won't Be Taught in This Class"	CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
B	5	Twelfth Night	14	"Alas, Shakespeare Won't Be Taught in This Class"	CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
B	5	Twelfth Night	14	"Alas, Shakespeare Won't Be Taught in This Class"	CCSS.ELA-Literacy.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
B	5	Twelfth Night	14	"Alas, Shakespeare Won't Be Taught in This Class"	CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
B	5	Twelfth Night	14	"Alas, Shakespeare Won't Be Taught in This Class"	CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	5	Twelfth Night	15	"Opinion: As World Changes, Education Must, Too"	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Twelfth Night	15	"Opinion: As World Changes, Education Must, Too"	CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
B	5	Twelfth Night	15	"Opinion: As World Changes, Education Must, Too"	CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
B	5	Twelfth Night	16	Education: Compare and Contrast	CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Twelfth Night	16	Education: Compare and Contrast	CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
B	5	Twelfth Night	16	Education: Compare and Contrast	CCSS.ELA-Literacy.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
B	5	Twelfth Night	17	Twelfth Night Unit Review	Multiple Students review and connect concepts learned throughout the unit.
B	5	Twelfth Night	18	Twelfth Night Unit Test	Multiple All assessed standards covered in this unit
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.3.1f Ensure subject-verb and pronoun-antecedent agreement.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.3.4b Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i>).
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.4.3a Choose words and phrases to convey ideas precisely.

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B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive).
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use intensive pronouns (e.g., myself, ourselves).
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.5c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.7.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.8.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.8.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the active and passive voice.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.8.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.8.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
B	7	Skills Center: Speaking and Listening	1	Speaking CCSS.ELA-Literacy.L.6.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
B	7	Skills Center: Speaking and Listening	1	Speaking CCSS.ELA-Literacy.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
B	7	Skills Center: Speaking and Listening	1	Speaking CCSS.ELA-Literacy.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	7	Skills Center: Speaking and Listening	2	Listening CCSS.ELA-Literacy.SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
B	8	Skills Center: Reading	1	Comprehension Skills CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	8	Skills Center: Reading	1	Comprehension Skills CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	8	Skills Center: Reading	1	Comprehension Skills CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
B	8	Skills Center: Reading	1	Comprehension Skills CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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B	8	Skills Center: Reading	1	Comprehension Skills CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	8	Skills Center: Reading	1	Comprehension Skills CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	8	Skills Center: Reading	1	Comprehension Skills CCSS.ELA-Literacy.W.6.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
B	8	Skills Center: Reading	1	Comprehension Skills CCSS.ELA-Literacy.W.6.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
B	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.L.6.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
B	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
B	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
B	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
B	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
B	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
B	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.L.6.5c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.L.8.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.1d Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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B	9	Skills Center: Writing	2	Informative and Explanatory Writing	<p>CCSS.ELA-Literacy.W.6.2a</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	<p>CCSS.ELA-Literacy.W.6.2b</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	<p>CCSS.ELA-Literacy.W.6.2d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	<p>CCSS.ELA-Literacy.W.6.2e</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Establish and maintain a formal style.</p>
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	<p>CCSS.ELA-Literacy.W.6.2f</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Provide a concluding statement or section that follows from the information or explanation presented.</p>
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	<p>CCSS.ELA-Literacy.W.6.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	<p>CCSS.ELA-Literacy.W.6.8</p> <p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	<p>CCSS.ELA-Literacy.W.6.9a</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p>
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	<p>CCSS.ELA-Literacy.W.6.9b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>

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B	9	Skills Center: Writing	3	Narrative and Fiction Writing	<p>CCSS.ELA-Literacy.W.6.3b</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>
B	9	Skills Center: Writing	3	Narrative and Fiction Writing	<p>CCSS.ELA-Literacy.W.6.3c</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>



Common Core Content Standards for English Language Arts: Grade 7
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Compared to ENG07E3 Summit Language Arts 7



Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Reading and Writing for Life	1	The Benefits of Reading and Writing (A)	CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	1	Reading and Writing for Life	1	The Benefits of Reading and Writing (A)	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Reading and Writing for Life	1	The Benefits of Reading and Writing (A)	CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Reading and Writing for Life	1	The Benefits of Reading and Writing (A)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Reading and Writing for Life	1	The Benefits of Reading and Writing (A)	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
A	1	Reading and Writing for Life	1	The Benefits of Reading and Writing (A)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Reading and Writing for Life	1	The Benefits of Reading and Writing (A)	CCSS.ELA-Literacy.SL.7.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
A	1	Reading and Writing for Life	1	The Benefits of Reading and Writing (A)	CCSS.ELA-Literacy.SL.7.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
A	1	Reading and Writing for Life	1	The Benefits of Reading and Writing (A)	CCSS.ELA-Literacy.SL.7.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
A	1	Reading and Writing for Life	2	The Benefits of Reading and Writing (B)	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	1	Reading and Writing for Life	2	The Benefits of Reading and Writing (B)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Reading and Writing for Life	2	The Benefits of Reading and Writing (B)	CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

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A	1	Reading and Writing for Life	2	The Benefits of Reading and Writing (B)	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	1	Reading and Writing for Life	3	"The Three Brass Pennies"	CCSS.ELA-Literacy.L.7.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	1	Reading and Writing for Life	3	"The Three Brass Pennies"	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Reading and Writing for Life	3	"The Three Brass Pennies"	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Reading and Writing for Life	3	"The Three Brass Pennies"	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Reading and Writing for Life	3	"The Three Brass Pennies"	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	1	Reading and Writing for Life	3	"The Three Brass Pennies"	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
A	1	Reading and Writing for Life	3	"The Three Brass Pennies"	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
A	1	Reading and Writing for Life	4	"Stopping by Woods on a Snowy Evening"	CCSS.ELA-Literacy.L.7.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	1	Reading and Writing for Life	4	"Stopping by Woods on a Snowy Evening"	CCSS.ELA-Literacy.L.7.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
A	1	Reading and Writing for Life	4	"Stopping by Woods on a Snowy Evening"	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
A	1	Reading and Writing for Life	4	"Stopping by Woods on a Snowy Evening"	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Reading and Writing for Life	4	"Stopping by Woods on a Snowy Evening"	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	1	Reading and Writing for Life	4	"Stopping by Woods on a Snowy Evening"	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
A	1	Reading and Writing for Life	4	"Stopping by Woods on a Snowy Evening"	CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

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A	1	Reading and Writing for Life	4	"Stopping by Woods on a Snowy Evening"	CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
A	1	Reading and Writing for Life	5	"Raccoon Olympics"	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
A	1	Reading and Writing for Life	5	"Raccoon Olympics"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Reading and Writing for Life	5	"Raccoon Olympics"	CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
A	1	Reading and Writing for Life	5	"Raccoon Olympics"	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
A	1	Reading and Writing for Life	6	"Sympathy"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Reading and Writing for Life	6	"Sympathy"	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Reading and Writing for Life	6	"Sympathy"	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Reading and Writing for Life	6	"Sympathy"	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Reading and Writing for Life	6	"Sympathy"	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	1	Reading and Writing for Life	6	"Sympathy"	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
A	1	Reading and Writing for Life	6	"Sympathy"	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
A	1	Reading and Writing for Life	6	"Sympathy"	CCSS.ELA-Literacy.SL.7.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
A	1	Reading and Writing for Life	6	"Sympathy"	CCSS.ELA-Literacy.SL.7.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
A	1	Reading and Writing for Life	7	"The Story-Teller" (A)	CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Reading and Writing for Life	7	"The Story-Teller" (A)	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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A	1	Reading and Writing for Life	7	"The Story-Teller" (A)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Reading and Writing for Life	7	"The Story-Teller" (A)	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	1	Reading and Writing for Life	8	"The Story-Teller" (B)	CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Reading and Writing for Life	8	"The Story-Teller" (B)	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Reading and Writing for Life	8	"The Story-Teller" (B)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Reading and Writing for Life	8	"The Story-Teller" (B)	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
A	1	Reading and Writing for Life	9	"The Story-Teller" (C)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Reading and Writing for Life	9	"The Story-Teller" (C)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Reading and Writing for Life	9	"The Story-Teller" (C)	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
A	1	Reading and Writing for Life	9	"The Story-Teller" (C)	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
A	1	Reading and Writing for Life	9	"The Story-Teller" (C)	CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
A	1	Reading and Writing for Life	10	All Kinds of Texts	CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Reading and Writing for Life	10	All Kinds of Texts	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Reading and Writing for Life	10	All Kinds of Texts	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Reading and Writing for Life	11	Model Argument Essay	CCSS.ELA-Literacy.L.7.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.
A	1	Reading and Writing for Life	11	Model Argument Essay	CCSS.ELA-Literacy.L.7.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
A	1	Reading and Writing for Life	11	Model Argument Essay	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Reading and Writing for Life	12	Characteristics of Argument Essays	CCSS.ELA-Literacy.L.6.3b	Maintain consistency in style and tone

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A	1	Reading and Writing for Life	12	Characteristics of Argument Essays CCSS.ELA-Literacy.L.7.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.
A	1	Reading and Writing for Life	12	Characteristics of Argument Essays CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	1	Reading and Writing for Life	12	Characteristics of Argument Essays CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Reading and Writing for Life	12	Characteristics of Argument Essays CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
A	1	Reading and Writing for Life	12	Characteristics of Argument Essays CCSS.ELA-Literacy.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
A	1	Reading and Writing for Life	12	Characteristics of Argument Essays CCSS.ELA-Literacy.W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	1	Reading and Writing for Life	12	Characteristics of Argument Essays CCSS.ELA-Literacy.W.7.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
A	1	Reading and Writing for Life	12	Characteristics of Argument Essays CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Reading and Writing for Life	12	Characteristics of Argument Essays CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	1	Reading and Writing for Life	13	Writing Strategies CCSS.ELA-Literacy.L.7.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
A	1	Reading and Writing for Life	13	Writing Strategies CCSS.ELA-Literacy.SL.7.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
A	1	Reading and Writing for Life	13	Writing Strategies CCSS.ELA-Literacy.W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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A	1	Reading and Writing for Life	13	Writing Strategies	CCSS.ELA-Literacy.W.7.1c Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
A	1	Reading and Writing for Life	13	Writing Strategies	CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Reading and Writing for Life	13	Writing Strategies	CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	1	Reading and Writing for Life	13	Writing Strategies	CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
A	1	Reading and Writing for Life	14	Argument Essay Prewriting	CCSS.ELA-Literacy.L.7.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.
A	1	Reading and Writing for Life	14	Argument Essay Prewriting	CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	1	Reading and Writing for Life	15	Argument Essay Drafting	CCSS.ELA-Literacy.L.7.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
A	1	Reading and Writing for Life	15	Argument Essay Drafting	CCSS.ELA-Literacy.L.7.5b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
A	1	Reading and Writing for Life	15	Argument Essay Drafting	CCSS.ELA-Literacy.L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	1	Reading and Writing for Life	15	Argument Essay Drafting	CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
A	1	Reading and Writing for Life	15	Argument Essay Drafting	CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
A	1	Reading and Writing for Life	15	Argument Essay Drafting	CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	1	Reading and Writing for Life	15	Argument Essay Drafting	CCSS.ELA-Literacy.W.7.1a Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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A	1	Reading and Writing for Life	15	Argument Essay Drafting	CCSS.ELA-Literacy.W.7.1b Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
A	1	Reading and Writing for Life	15	Argument Essay Drafting	CCSS.ELA-Literacy.W.7.1c Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
A	1	Reading and Writing for Life	15	Argument Essay Drafting	CCSS.ELA-Literacy.W.7.1e Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.
A	1	Reading and Writing for Life	15	Argument Essay Drafting	CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Reading and Writing for Life	16	Argument Essay Revising and Proofreading	CCSS.ELA-Literacy.L.7.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.
A	1	Reading and Writing for Life	16	Argument Essay Revising and Proofreading	CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	1	Reading and Writing for Life	16	Argument Essay Revising and Proofreading	CCSS.ELA-Literacy.W.7.1a Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
A	1	Reading and Writing for Life	16	Argument Essay Revising and Proofreading	CCSS.ELA-Literacy.W.7.1b Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
A	1	Reading and Writing for Life	16	Argument Essay Revising and Proofreading	CCSS.ELA-Literacy.W.7.1c Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
A	1	Reading and Writing for Life	16	Argument Essay Revising and Proofreading	CCSS.ELA-Literacy.W.7.1e Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.
A	1	Reading and Writing for Life	16	Argument Essay Revising and Proofreading	CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Reading and Writing for Life	16	Argument Essay Revising and Proofreading	CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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A	1	Reading and Writing for Life	17	Reading and Writing for Life Unit Review	Multiple	Students review and connect concepts learned throughout the unit.
A	1	Reading and Writing for Life	18	Reading and Writing for Life Unit Test	Multiple	All assessed standards covered in this unit
A	2	Telling Stories	1	"Charles" (A)	CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	2	Telling Stories	1	"Charles" (A)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Telling Stories	1	"Charles" (A)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Telling Stories	1	"Charles" (A)	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	2	Telling Stories	1	"Charles" (A)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Telling Stories	1	"Charles" (A)	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	2	Telling Stories	1	"Charles" (A)	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
A	2	Telling Stories	2	"Charles" (B)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Telling Stories	2	"Charles" (B)	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
A	2	Telling Stories	2	"Charles" (B)	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
A	2	Telling Stories	2	"Charles" (B)	CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
A	2	Telling Stories	3	"Charles" (C)	CCSS.ELA-Literacy.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
A	2	Telling Stories	3	"Charles" (C)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Telling Stories	3	"Charles" (C)	CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
A	2	Telling Stories	3	"Charles" (C)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Telling Stories	3	"Charles" (C)	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	2	Telling Stories	3	"Charles" (C)	CCSS.ELA-Literacy.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

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A	2	Telling Stories	4	"The Necklace" (A)	CCSS.ELA-Literacy.L.7.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
A	2	Telling Stories	4	"The Necklace" (A)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Telling Stories	4	"The Necklace" (A)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Telling Stories	4	"The Necklace" (A)	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	2	Telling Stories	4	"The Necklace" (A)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Telling Stories	4	"The Necklace" (A)	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
A	2	Telling Stories	4	"The Necklace" (A)	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
A	2	Telling Stories	5	"The Necklace" (B)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Telling Stories	5	"The Necklace" (B)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Telling Stories	5	"The Necklace" (B)	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	2	Telling Stories	5	"The Necklace" (B)	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
A	2	Telling Stories	5	"The Necklace" (B)	CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
A	2	Telling Stories	6	"R.M.S. Titanic" (A)	CCSS.ELA-Literacy.L.7.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	2	Telling Stories	6	"R.M.S. Titanic" (A)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Telling Stories	6	"R.M.S. Titanic" (A)	CCSS.ELA-Literacy.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
A	2	Telling Stories	7	"R.M.S. Titanic" (B)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Telling Stories	7	"R.M.S. Titanic" (B)	CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

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A	2	Telling Stories	7	"R.M.S. Titanic" (A)	CCSS.ELA-Literacy.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
A	2	Telling Stories	7	"R.M.S. Titanic" (B)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Telling Stories	8	"R.M.S. Titanic" (C)	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	2	Telling Stories	8	"R.M.S. Titanic" (C)	CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	2	Telling Stories	8	"R.M.S. Titanic" (C)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Telling Stories	8	"R.M.S. Titanic" (C)	CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
A	2	Telling Stories	8	"R.M.S. Titanic" (C)	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	2	Telling Stories	9	Model Fictional Narrative	CCSS.ELA-Literacy.L.7.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.
A	2	Telling Stories	9	Model Fictional Narrative	CCSS.ELA-Literacy.L.7.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
A	2	Telling Stories	9	Model Fictional Narrative	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Telling Stories	9	Model Fictional Narrative	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Telling Stories	9	Model Fictional Narrative	CCSS.ELA-Literacy.W.7.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
A	2	Telling Stories	9	Model Fictional Narrative	CCSS.ELA-Literacy.W.7.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
A	2	Telling Stories	10	Fictional Narrative: Story Ideas	CCSS.ELA-Literacy.L.7.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.

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A	2	Telling Stories	10	Fictional Narrative: Story Ideas CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
A	2	Telling Stories	10	Fictional Narrative: Story Ideas CCSS.ELA-Literacy.W.7.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
A	2	Telling Stories	10	Fictional Narrative: Story Ideas CCSS.ELA-Literacy.W.7.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
A	2	Telling Stories	10	Fictional Narrative: Story Ideas CCSS.ELA-Literacy.W.7.3e	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.
A	2	Telling Stories	10	Fictional Narrative: Story Ideas CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	2	Telling Stories	11	Fictional Narrative: Story Basics CCSS.ELA-Literacy.L.7.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
A	2	Telling Stories	11	Fictional Narrative: Story Basics CCSS.ELA-Literacy.W.7.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
A	2	Telling Stories	11	Fictional Narrative: Story Basics CCSS.ELA-Literacy.W.7.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
A	2	Telling Stories	11	Fictional Narrative: Story Basics CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	2	Telling Stories	12	Plan Your Fictional Narrative CCSS.ELA-Literacy.L.4.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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A	2	Telling Stories	12	Plan Your Fictional Narrative CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	2	Telling Stories	12	Plan Your Fictional Narrative CCSS.ELA-Literacy.SL.7.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others and, when warranted, modify their own views.
A	2	Telling Stories	12	Plan Your Fictional Narrative CCSS.ELA-Literacy.W.7.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
A	2	Telling Stories	12	Plan Your Fictional Narrative CCSS.ELA-Literacy.W.7.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
A	2	Telling Stories	12	Plan Your Fictional Narrative CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	2	Telling Stories	12	Plan Your Fictional Narrative CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	2	Telling Stories	12	Plan Your Fictional Narrative CCSS.ELA-Literacy.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
A	2	Telling Stories	13	Fictional Narrative Writing Strategies CCSS.ELA-Literacy.L.4.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
A	2	Telling Stories	13	Fictional Narrative Writing Strategies CCSS.ELA-Literacy.L.7.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
A	2	Telling Stories	13	Fictional Narrative Writing Strategies CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Telling Stories	13	Fictional Narrative Writing Strategies CCSS.ELA-Literacy.SL.7.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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A	2	Telling Stories	13	Fictional Narrative Writing Strategies	CCSS.ELA-Literacy.W.7.3c Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
A	2	Telling Stories	13	Fictional Narrative Writing Strategies	CCSS.ELA-Literacy.W.7.3d Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
A	2	Telling Stories	13	Fictional Narrative Writing Strategies	CCSS.ELA-Literacy.W.7.3e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.
A	2	Telling Stories	14	Fictional Narrative Drafting A	CCSS.ELA-Literacy.L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.
A	2	Telling Stories	14	Fictional Narrative Drafting A	CCSS.ELA-Literacy.L.7.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
A	2	Telling Stories	14	Fictional Narrative Drafting A	CCSS.ELA-Literacy.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Telling Stories	14	Fictional Narrative Drafting A	CCSS.ELA-Literacy.W.6.3c Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
A	2	Telling Stories	14	Fictional Narrative Drafting A	CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A	2	Telling Stories	14	Fictional Narrative Drafting A	CCSS.ELA-Literacy.W.7.3b Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
A	2	Telling Stories	14	Fictional Narrative Drafting A	CCSS.ELA-Literacy.W.7.3c Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

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A	2	Telling Stories	15	Fictional Narrative Drafting B CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	2	Telling Stories	15	Fictional Narrative Drafting B CCSS.ELA-Literacy.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A	2	Telling Stories	16	Fictional Narrative Revising and Proofreading CCSS.ELA-Literacy.L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.
A	2	Telling Stories	16	Fictional Narrative Revising and Proofreading CCSS.ELA-Literacy.L.7.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
A	2	Telling Stories	16	Fictional Narrative Revising and Proofreading CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Telling Stories	16	Fictional Narrative Revising and Proofreading CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	2	Telling Stories	16	Fictional Narrative Revising and Proofreading CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A	2	Telling Stories	16	Fictional Narrative Revising and Proofreading CCSS.ELA-Literacy.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
A	2	Telling Stories	16	Fictional Narrative Revising and Proofreading CCSS.ELA-Literacy.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A	2	Telling Stories	16	Fictional Narrative Revising and Proofreading CCSS.ELA-Literacy.W.7.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
A	2	Telling Stories	16	Fictional Narrative Revising and Proofreading CCSS.ELA-Literacy.W.7.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
A	2	Telling Stories	16	Fictional Narrative Revising and Proofreading CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	2	Telling Stories	16	Fictional Narrative Revising and Proofreading CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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A	2	Telling Stories	16	Fictional Narrative and Proofreading	CCSS.ELA-Literacy.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
A	2	Telling Stories	17	Telling Stories Unit Review	Multiple	Students review and connect concepts learned throughout the unit.
A	2	Telling Stories	18	Telling Stories Unit Test	Multiple	All assessed standards covered in this unit
A	3	Avenues to Understanding	1	"Healing a Wounded Heart: Daniel Hale Williams"	CCSS.ELA-Literacy.L.7.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
A	3	Avenues to Understanding	1	"Healing a Wounded Heart: Daniel Hale Williams"	CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Avenues to Understanding	1	"Healing a Wounded Heart: Daniel Hale Williams"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Avenues to Understanding	1	"Healing a Wounded Heart: Daniel Hale Williams"	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	3	Avenues to Understanding	1	"Healing a Wounded Heart: Daniel Hale Williams"	CCSS.ELA-Literacy.RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
A	3	Avenues to Understanding	1	"Healing a Wounded Heart: Daniel Hale Williams"	CCSS.ELA-Literacy.SL.7.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
A	3	Avenues to Understanding	1	"Healing a Wounded Heart: Daniel Hale Williams"	CCSS.ELA-Literacy.W.7.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
A	3	Avenues to Understanding	2	"Marie Curie and the Discovery of Radioactivity"	CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Avenues to Understanding	2	"Marie Curie and the Discovery of Radioactivity"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Avenues to Understanding	2	"Marie Curie and the Discovery of Radioactivity"	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
A	3	Avenues to Understanding	2	"Marie Curie and the Discovery of Radioactivity"	CCSS.ELA-Literacy.RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
A	3	Avenues to Understanding	3	"Doctoral Student Played a Big Part in First Black Hole Photo"	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Avenues to Understanding	3	"Doctoral Student Played a Big Part in First Black Hole Photo"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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A	3	Avenues to Understanding	3	"Doctoral Student Played a Big Part in First Black Hole Photo"	CCSS.ELA-Literacy.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
A	3	Avenues to Understanding	3	"Doctoral Student Played a Big Part in First Black Hole Photo"	CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
A	3	Avenues to Understanding	3	"Doctoral Student Played a Big Part in First Black Hole Photo"	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Avenues to Understanding	4	Compare Readings That Inform	CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	3	Avenues to Understanding	4	Compare Readings That Inform	CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	3	Avenues to Understanding	4	Compare Readings That Inform	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Avenues to Understanding	4	Compare Readings That Inform	CCSS.ELA-Literacy.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
A	3	Avenues to Understanding	4	Compare Readings That Inform	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
A	3	Avenues to Understanding	5	Model Research Report	CCSS.ELA-Literacy.L.4.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
A	3	Avenues to Understanding	5	Model Research Report	CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Avenues to Understanding	5	Model Research Report	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Avenues to Understanding	5	Model Research Report	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
A	3	Avenues to Understanding	5	Model Research Report	CCSS.ELA-Literacy.SL.7.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
A	3	Avenues to Understanding	5	Model Research Report	CCSS.ELA-Literacy.SL.7.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others and, when warranted, modify their own views.
A	3	Avenues to Understanding	5	Model Research Report	CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	3	Avenues to Understanding	5	Model Research Report	CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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A	3	Avenues to Understanding	5	Model Research Report	CCSS.ELA-Literacy.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
A	3	Avenues to Understanding	5	Model Research Report	CCSS.ELA-Literacy.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
A	3	Avenues to Understanding	6	Research Report: Planning	CCSS.ELA-Literacy.L.4.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
A	3	Avenues to Understanding	6	Research Report: Planning	CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Avenues to Understanding	6	Research Report: Planning	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Avenues to Understanding	6	Research Report: Planning	CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A	3	Avenues to Understanding	6	Research Report: Planning	CCSS.ELA-Literacy.W.6.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
A	3	Avenues to Understanding	6	Research Report: Planning	CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A	3	Avenues to Understanding	6	Research Report: Planning	CCSS.ELA-Literacy.W.7.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	3	Avenues to Understanding	6	Research Report: Planning	CCSS.ELA-Literacy.W.7.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
A	3	Avenues to Understanding	6	Research Report: Planning	CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	3	Avenues to Understanding	6	Research Report: Planning	CCSS.ELA-Literacy.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

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A	3	Avenues to Understanding	6	Research Report: Planning CCSS.ELA-Literacy.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
A	3	Avenues to Understanding	6	Research Report: Planning CCSS.ELA-Literacy.W.7.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
A	3	Avenues to Understanding	7	Research Report: Collect Information CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Avenues to Understanding	7	Research Report: Collect Information CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Avenues to Understanding	7	Research Report: Collect Information CCSS.ELA-Literacy.W.7.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	3	Avenues to Understanding	7	Research Report: Collect Information CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	3	Avenues to Understanding	7	Research Report: Collect Information CCSS.ELA-Literacy.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
A	3	Avenues to Understanding	8	Research Report: Begin Drafting CCSS.ELA-Literacy.L.7.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
A	3	Avenues to Understanding	8	Research Report: Begin Drafting CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Avenues to Understanding	8	Research Report: Begin Drafting CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Avenues to Understanding	8	Research Report: Begin Drafting CCSS.ELA-Literacy.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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A	3	Avenues to Understanding	8	Research Report: Begin Drafting	CCSS.ELA-Literacy.W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	3	Avenues to Understanding	8	Research Report: Begin Drafting	CCSS.ELA-Literacy.W.7.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	3	Avenues to Understanding	8	Research Report: Begin Drafting	CCSS.ELA-Literacy.W.7.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
A	3	Avenues to Understanding	8	Research Report: Begin Drafting	CCSS.ELA-Literacy.W.7.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
A	3	Avenues to Understanding	8	Research Report: Begin Drafting	CCSS.ELA-Literacy.W.7.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
A	3	Avenues to Understanding	8	Research Report: Begin Drafting	CCSS.ELA-Literacy.W.7.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
A	3	Avenues to Understanding	8	Research Report: Begin Drafting	CCSS.ELA-Literacy.W.7.2f	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from and supports the information or explanation presented
A	3	Avenues to Understanding	8	Research Report: Begin Drafting	CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	3	Avenues to Understanding	8	Research Report: Begin Drafting	CCSS.ELA-Literacy.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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A	3	Avenues to Understanding	9	Research Report: Rough Draft	CCSS.ELA-Literacy.L.7.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
A	3	Avenues to Understanding	9	Research Report: Rough Draft	CCSS.ELA-Literacy.L.7.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
A	3	Avenues to Understanding	9	Research Report: Rough Draft	CCSS.ELA-Literacy.W.6.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
A	3	Avenues to Understanding	9	Research Report: Rough Draft	CCSS.ELA-Literacy.W.6.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
A	3	Avenues to Understanding	9	Research Report: Rough Draft	CCSS.ELA-Literacy.W.6.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
A	3	Avenues to Understanding	9	Research Report: Rough Draft	CCSS.ELA-Literacy.W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	3	Avenues to Understanding	9	Research Report: Rough Draft	CCSS.ELA-Literacy.W.7.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	3	Avenues to Understanding	9	Research Report: Rough Draft	CCSS.ELA-Literacy.W.7.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
A	3	Avenues to Understanding	9	Research Report: Rough Draft	CCSS.ELA-Literacy.W.7.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

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A	3	Avenues to Understanding	9	Research Report: Rough Draft	CCSS.ELA-Literacy.W.7.2d Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
A	3	Avenues to Understanding	9	Research Report: Rough Draft	CCSS.ELA-Literacy.W.7.2e Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
A	3	Avenues to Understanding	9	Research Report: Rough Draft	CCSS.ELA-Literacy.W.7.2f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from and supports the information or explanation presented
A	3	Avenues to Understanding	9	Research Report: Rough Draft	CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	3	Avenues to Understanding	10	Presentation: Planning	CCSS.ELA-Literacy.L.4.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
A	3	Avenues to Understanding	10	Presentation: Planning	CCSS.ELA-Literacy.L.7.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
A	3	Avenues to Understanding	10	Presentation: Planning	CCSS.ELA-Literacy.L.7.4d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
A	3	Avenues to Understanding	10	Presentation: Planning	CCSS.ELA-Literacy.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Avenues to Understanding	10	Presentation: Planning	CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
A	3	Avenues to Understanding	10	Presentation: Planning	CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	3	Avenues to Understanding	11	Make a Presentation	CCSS.ELA-Literacy.L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
A	3	Avenues to Understanding	11	Make a Presentation	CCSS.ELA-Literacy.RL.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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A	3	Avenues to Understanding	11	Make a Presentation CCSS.ELA-Literacy.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
A	3	Avenues to Understanding	11	Make a Presentation CCSS.ELA-Literacy.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	3	Avenues to Understanding	11	Make a Presentation CCSS.ELA-Literacy.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
A	3	Avenues to Understanding	11	Make a Presentation CCSS.ELA-Literacy.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	3	Avenues to Understanding	11	Make a Presentation CCSS.ELA-Literacy.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
A	3	Avenues to Understanding	12	"The Inchcape Rock" and "The Bell Rock" CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
A	3	Avenues to Understanding	12	"The Inchcape Rock" and "The Bell Rock" CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
A	3	Avenues to Understanding	12	"The Inchcape Rock" and "The Bell Rock" CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
A	3	Avenues to Understanding	12	"The Inchcape Rock" and "The Bell Rock" CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Avenues to Understanding	12	"The Inchcape Rock" and "The Bell Rock" CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
A	3	Avenues to Understanding	12	"The Inchcape Rock" and "The Bell Rock" CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
A	3	Avenues to Understanding	12	"The Inchcape Rock" and "The Bell Rock" CCSS.ELA-Literacy.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
A	3	Avenues to Understanding	12	"The Inchcape Rock" and "The Bell Rock" CCSS.ELA-Literacy.RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
A	3	Avenues to Understanding	12	"The Inchcape Rock" and "The Bell Rock" CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
A	3	Avenues to Understanding	13	"Latin & Soul" and "Lakota Tribe Wants to Educate Through Music Project" CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	3	Avenues to Understanding	13	"Latin & Soul" and "Lakota Tribe Wants to Educate Through Music Project" CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
A	3	Avenues to Understanding	13	"Latin & Soul" and "Lakota Tribe Wants to Educate Through Music Project" CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Avenues to Understanding	13	"Latin & Soul" and "Lakota Tribe Wants to Educate Through Music Project" CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

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A	3	Avenues to Understanding	13	"Latin & Spanish Music: Educate Through Music Project"	CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
A	3	Avenues to Understanding	14	"The Cremation of Sam McGee" and "50 Below Is Quite Cold, Even for Alaska"	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	3	Avenues to Understanding	14	"The Cremation of Sam McGee" and "50 Below Is Quite Cold, Even for Alaska"	CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
A	3	Avenues to Understanding	14	"The Cremation of Sam McGee" and "50 Below Is Quite Cold, Even for Alaska"	CCSS.ELA-Literacy.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
A	3	Avenues to Understanding	14	"The Cremation of Sam McGee" and "50 Below Is Quite Cold, Even for Alaska"	CCSS.ELA-Literacy.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
A	3	Avenues to Understanding	14	"The Cremation of Sam McGee" and "50 Below Is Quite Cold, Even for Alaska"	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
A	3	Avenues to Understanding	14	"The Cremation of Sam McGee" and "50 Below Is Quite Cold, Even for Alaska"	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	3	Avenues to Understanding	14	"The Cremation of Sam McGee" and "50 Below Is Quite Cold, Even for Alaska"	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Avenues to Understanding	14	"The Cremation of Sam McGee" and "50 Below Is Quite Cold, Even for Alaska"	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	3	Avenues to Understanding	14	"The Cremation of Sam McGee" and "50 Below Is Quite Cold, Even for Alaska"	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
A	3	Avenues to Understanding	14	"The Cremation of Sam McGee" and "50 Below Is Quite Cold, Even for Alaska"	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
A	3	Avenues to Understanding	14	"The Cremation of Sam McGee" and "50 Below Is Quite Cold, Even for Alaska"	CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
A	3	Avenues to Understanding	14	"The Cremation of Sam McGee" and "50 Below Is Quite Cold, Even for Alaska"	CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	3	Avenues to Understanding	15	"The Highwayman"	CCSS.ELA-Literacy.L.4.3b	Choose punctuation for effect.
A	3	Avenues to Understanding	15	"The Highwayman"	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Avenues to Understanding	15	"The Highwayman"	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	3	Avenues to Understanding	15	"The Highwayman"	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
A	3	Avenues to Understanding	15	"The Highwayman"	CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

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A	3	Avenues to Understanding	16	"Time Machine (1898): 4 States Chase Butch Cassidy and the Wild Bunch"	CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	3	Avenues to Understanding	16	"Time Machine (1898): 4 States Chase Butch Cassidy and the Wild Bunch"	CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	3	Avenues to Understanding	16	"Time Machine (1898): 4 States Chase Butch Cassidy and the Wild Bunch"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Avenues to Understanding	16	"Time Machine (1898): 4 States Chase Butch Cassidy and the Wild Bunch"	CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
A	3	Avenues to Understanding	16	"Time Machine (1898): 4 States Chase Butch Cassidy and the Wild Bunch"	CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
A	3	Avenues to Understanding	16	"Time Machine (1898): 4 States Chase Butch Cassidy and the Wild Bunch"	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
A	3	Avenues to Understanding	16	"Time Machine (1898): 4 States Chase Butch Cassidy and the Wild Bunch"	CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	3	Avenues to Understanding	17	Avenues to Understanding Unit Review	CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Avenues to Understanding	17	Avenues to Understanding Unit Review	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Avenues to Understanding	18	Avenues to Understanding Unit Test	Multiple	All assessed standards covered in this unit
A	4	Expanding Horizons	1	The Hobbit (A)	CCSS.ELA-Literacy.L.7.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
A	4	Expanding Horizons	1	The Hobbit (A)	CCSS.ELA-Literacy.L.7.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	4	Expanding Horizons	1	The Hobbit (A)	CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	4	Expanding Horizons	1	The Hobbit (A)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Expanding Horizons	2	The Hobbit (B)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Expanding Horizons	2	The Hobbit (B)	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
A	4	Expanding Horizons	3	The Hobbit (C)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Expanding Horizons	3	The Hobbit (C)	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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A	4	Expanding Horizons	4	The Hobbit (C)	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	4	Expanding Horizons	4	The Hobbit (D)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Expanding Horizons	4	The Hobbit (D)	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	4	Expanding Horizons	5	The Hobbit (E)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Expanding Horizons	5	The Hobbit (E)	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	4	Expanding Horizons	5	The Hobbit (E)	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
A	4	Expanding Horizons	6	The Hobbit (F)	CCSS.ELA-Literacy.L.7.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	4	Expanding Horizons	6	The Hobbit (F)	CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	4	Expanding Horizons	6	The Hobbit (F)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Expanding Horizons	7	The Hobbit (G)	CCSS.ELA-Literacy.L.7.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
A	4	Expanding Horizons	7	The Hobbit (G)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Expanding Horizons	7	The Hobbit (G)	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	4	Expanding Horizons	7	The Hobbit (G)	CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
A	4	Expanding Horizons	7	The Hobbit (G)	CCSS.ELA-Literacy.SL.7.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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A	4	Expanding Horizons	7	The Hobbit (G)	CCSS.ELA-Literacy.SL.7.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others and, when warranted, modify their own views.
A	4	Expanding Horizons	8	The Hobbit (H)	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	4	Expanding Horizons	8	The Hobbit (H)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Expanding Horizons	8	The Hobbit (H)	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	4	Expanding Horizons	8	The Hobbit (H)	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
A	4	Expanding Horizons	8	The Hobbit (H)	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
A	4	Expanding Horizons	9	The Hobbit (I)	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	4	Expanding Horizons	9	The Hobbit (I)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Expanding Horizons	9	The Hobbit (I)	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
A	4	Expanding Horizons	9	The Hobbit (I)	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
A	4	Expanding Horizons	10	The Hobbit (J)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Expanding Horizons	10	The Hobbit (J)	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	4	Expanding Horizons	10	The Hobbit (J)	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
A	4	Expanding Horizons	11	The Hobbit (K)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Expanding Horizons	11	The Hobbit (K)	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	4	Expanding Horizons	11	The Hobbit (K)	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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A	4	Expanding Horizons	12	The Hobbit (L)	CCSS.ELA-Literacy.L.7.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	4	Expanding Horizons	12	The Hobbit (L)	CCSS.ELA-Literacy.L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	4	Expanding Horizons	12	The Hobbit (L)	CCSS.ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	4	Expanding Horizons	12	The Hobbit (L)	CCSS.ELA-Literacy.RL.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Expanding Horizons	12	The Hobbit (L)	CCSS.ELA-Literacy.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	4	Expanding Horizons	12	The Hobbit (L)	CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
A	4	Expanding Horizons	12	The Hobbit (L)	CCSS.ELA-Literacy.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
A	4	Expanding Horizons	13	Model Autobiographical Incident Essay	CCSS.ELA-Literacy.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Expanding Horizons	13	Model Autobiographical Incident Essay	CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
A	4	Expanding Horizons	13	Model Autobiographical Incident Essay	CCSS.ELA-Literacy.RL.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Expanding Horizons	13	Model Autobiographical Incident Essay	CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A	4	Expanding Horizons	13	Model Autobiographical Incident Essay	CCSS.ELA-Literacy.W.7.3a Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
A	4	Expanding Horizons	13	Model Autobiographical Incident Essay	CCSS.ELA-Literacy.W.7.3b Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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A	4	Expanding Horizons	13	Model Autobiographical Incident Essay	CCSS.ELA-Literacy.W.7.3d Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
A	4	Expanding Horizons	13	Model Autobiographical Incident Essay	CCSS.ELA-Literacy.W.7.3e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.
A	4	Expanding Horizons	13	Model Autobiographical Incident Essay	CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	4	Expanding Horizons	14	Autobiographical Incident Essay: Planning	CCSS.ELA-Literacy.L.7.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
A	4	Expanding Horizons	14	Autobiographical Incident Essay: Planning	CCSS.ELA-Literacy.L.7.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	4	Expanding Horizons	14	Autobiographical Incident Essay: Planning	CCSS.ELA-Literacy.L.7.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
A	4	Expanding Horizons	14	Autobiographical Incident Essay: Planning	CCSS.ELA-Literacy.L.7.4d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
A	4	Expanding Horizons	14	Autobiographical Incident Essay: Planning	CCSS.ELA-Literacy.SL.7.1c Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

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A	4	Expanding Horizons	14	Autobiographical Incident Essay: Planning CCSS.ELA-Literacy.W.7.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
A	4	Expanding Horizons	14	Autobiographical Incident Essay: Planning CCSS.ELA-Literacy.W.7.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
A	4	Expanding Horizons	14	Autobiographical Incident Essay: Planning CCSS.ELA-Literacy.W.7.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
A	4	Expanding Horizons	14	Autobiographical Incident Essay: Planning CCSS.ELA-Literacy.W.7.3e	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.
A	4	Expanding Horizons	14	Autobiographical Incident Essay: Planning CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	4	Expanding Horizons	14	Autobiographical Incident Essay: Planning CCSS.ELA-Literacy.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
A	4	Expanding Horizons	15	Autobiographical Incident Essay: Drafting CCSS.ELA-Literacy.L.6.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
A	4	Expanding Horizons	15	Autobiographical Incident Essay: Drafting CCSS.ELA-Literacy.L.7.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
A	4	Expanding Horizons	15	Autobiographical Incident Essay: Drafting CCSS.ELA-Literacy.L.7.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

A	4	Expanding Horizons	15	Autobiographical Incident Essay: Drafting	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Expanding Horizons	15	Autobiographical Incident Essay: Drafting	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
A	4	Expanding Horizons	15	Autobiographical Incident Essay: Drafting	CCSS.ELA-Literacy.W.6.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
A	4	Expanding Horizons	15	Autobiographical Incident Essay: Drafting	CCSS.ELA-Literacy.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A	4	Expanding Horizons	15	Autobiographical Incident Essay: Drafting	CCSS.ELA-Literacy.W.7.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
A	4	Expanding Horizons	15	Autobiographical Incident Essay: Drafting	CCSS.ELA-Literacy.W.7.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
A	4	Expanding Horizons	15	Autobiographical Incident Essay: Drafting	CCSS.ELA-Literacy.W.7.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
A	4	Expanding Horizons	15	Autobiographical Incident Essay: Drafting	CCSS.ELA-Literacy.W.7.3e	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.
A	4	Expanding Horizons	15	Autobiographical Incident Essay: Drafting	CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	4	Expanding Horizons	16	Autobiographical Incident Essay: Revising and Proofreading	CCSS.ELA-Literacy.L.7.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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A	4	Expanding Horizons	16	Autobiographical Incident Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A	4	Expanding Horizons	16	Autobiographical Incident Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.7.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
A	4	Expanding Horizons	16	Autobiographical Incident Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.7.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
A	4	Expanding Horizons	16	Autobiographical Incident Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.7.3e	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.
A	4	Expanding Horizons	16	Autobiographical Incident Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	4	Expanding Horizons	17	Expanding Horizons Unit Review	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Expanding Horizons	18	Expanding Horizons Unit Test	Multiple	All assessed standards covered in this unit
A	5	Instructing, Enlightening, and Persuading	1	"Cool Eye Tricks" and "Strawberry Yogurt Parfait"	CCSS.ELA-Literacy.L.7.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	5	Instructing, Enlightening, and Persuading	1	"Cool Eye Tricks" and "Strawberry Yogurt Parfait"	CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	5	Instructing, Enlightening, and Persuading	1	"Cool Eye Tricks" and "Strawberry Yogurt Parfait"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	Instructing, Enlightening, and Persuading	1	"Cool Eye Tricks" and "Strawberry Yogurt Parfait"	CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
A	5	Instructing, Enlightening, and Persuading	1	"Cool Eye Tricks" and "Strawberry Yogurt Parfait"	CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

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A	5	Instructing, Enlightening, and Persuading	1	"Cool Eye Tricks" and "Strawberry Yogurt Parfait"	CCSS.ELA-Literacy.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
A	5	Instructing, Enlightening, and Persuading	1	"Cool Eye Tricks" and "Strawberry Yogurt Parfait"	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
A	5	Instructing, Enlightening, and Persuading	2	Procedural Essay: Planning	CCSS.ELA-Literacy.L.5.1d	Recognize and correct inappropriate shifts in verb tense.
A	5	Instructing, Enlightening, and Persuading	2	Procedural Essay: Planning	CCSS.ELA-Literacy.L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
A	5	Instructing, Enlightening, and Persuading	2	Procedural Essay: Planning	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	Instructing, Enlightening, and Persuading	2	Procedural Essay: Planning	CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A	5	Instructing, Enlightening, and Persuading	2	Procedural Essay: Planning	CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A	5	Instructing, Enlightening, and Persuading	2	Procedural Essay: Planning	CCSS.ELA-Literacy.W.7.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	5	Instructing, Enlightening, and Persuading	2	Procedural Essay: Planning	CCSS.ELA-Literacy.W.7.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
A	5	Instructing, Enlightening, and Persuading	2	Procedural Essay: Planning	CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	5	Instructing, Enlightening, and Persuading	3	Procedural Essay: Outline	CCSS.ELA-Literacy.L.5.1d	Recognize and correct inappropriate shifts in verb tense.
A	5	Instructing, Enlightening, and Persuading	3	Procedural Essay: Outline	CCSS.ELA-Literacy.L.6.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive).
A	5	Instructing, Enlightening, and Persuading	3	Procedural Essay: Outline	CCSS.ELA-Literacy.L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
A	5	Instructing, Enlightening, and Persuading	3	Procedural Essay: Outline	CCSS.ELA-Literacy.L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)

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A	5	Instructing, Enlightening, and Persuading	3	Procedural Essay: Outline	CCSS.ELA-Literacy.W.7.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	5	Instructing, Enlightening, and Persuading	3	Procedural Essay: Outline	CCSS.ELA-Literacy.W.7.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
A	5	Instructing, Enlightening, and Persuading	3	Procedural Essay: Outline	CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	5	Instructing, Enlightening, and Persuading	3	Procedural Essay: Outline	CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	5	Instructing, Enlightening, and Persuading	4	Procedural Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	5	Instructing, Enlightening, and Persuading	4	Procedural Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A	5	Instructing, Enlightening, and Persuading	4	Procedural Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
A	5	Instructing, Enlightening, and Persuading	4	Procedural Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A	5	Instructing, Enlightening, and Persuading	4	Procedural Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.7.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	5	Instructing, Enlightening, and Persuading	4	Procedural Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.7.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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A	5	Instructing, Enlightening, and Persuading	4	Procedural Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.7.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
A	5	Instructing, Enlightening, and Persuading	4	Procedural Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.7.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
A	5	Instructing, Enlightening, and Persuading	4	Procedural Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	5	Instructing, Enlightening, and Persuading	4	Procedural Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	5	Instructing, Enlightening, and Persuading	4	Procedural Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
A	5	Instructing, Enlightening, and Persuading	5	Oral Presentation: Integrating Media	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	Instructing, Enlightening, and Persuading	5	Oral Presentation: Integrating Media	CCSS.ELA-Literacy.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
A	5	Instructing, Enlightening, and Persuading	5	Oral Presentation: Integrating Media	CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A	5	Instructing, Enlightening, and Persuading	5	Oral Presentation: Integrating Media	CCSS.ELA-Literacy.W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	5	Instructing, Enlightening, and Persuading	5	Oral Presentation: Integrating Media	CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A	5	Instructing, Enlightening, and Persuading	5	Oral Presentation: Integrating Media	CCSS.ELA-Literacy.W.7.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	5	Instructing, Enlightening, and Persuading	6	Oral Presentation	CCSS.ELA-Literacy.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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A	5	Instructing, Enlightening, and Persuading	6	Oral Presentation CCSS.ELA-Literacy.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
A	5	Instructing, Enlightening, and Persuading	6	Oral Presentation CCSS.ELA-Literacy.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
A	5	Instructing, Enlightening, and Persuading	6	Oral Presentation CCSS.ELA-Literacy.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	5	Instructing, Enlightening, and Persuading	6	Oral Presentation CCSS.ELA-Literacy.W.6.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
A	5	Instructing, Enlightening, and Persuading	7	"The Fish I Didn't Catch" CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	Instructing, Enlightening, and Persuading	7	"The Fish I Didn't Catch" CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
A	5	Instructing, Enlightening, and Persuading	7	"The Fish I Didn't Catch" CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
A	5	Instructing, Enlightening, and Persuading	7	"The Fish I Didn't Catch" CCSS.ELA-Literacy.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
A	5	Instructing, Enlightening, and Persuading	8	"If" CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	Instructing, Enlightening, and Persuading	8	"If" CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	Instructing, Enlightening, and Persuading	8	"If" CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	5	Instructing, Enlightening, and Persuading	8	"If" CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
A	5	Instructing, Enlightening, and Persuading	9	"Letter to His Son" and "Mother to Son" CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	Instructing, Enlightening, and Persuading	9	"Letter to His Son" and "Mother to Son" CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
A	5	Instructing, Enlightening, and Persuading	9	"Letter to His Son" and "Mother to Son" CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	5	Instructing, Enlightening, and Persuading	9	"Letter to His Son" and "Mother to Son" CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	Instructing, Enlightening, and Persuading	9	"Letter to His Son" and "Mother to Son" CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

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A	5	Instructing, Enlightening, and Persuading	10	Compare Readings that Enlighten	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	Instructing, Enlightening, and Persuading	10	Compare Readings that Enlighten	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	5	Instructing, Enlightening, and Persuading	10	Compare Readings that Enlighten	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	5	Instructing, Enlightening, and Persuading	10	Compare Readings that Enlighten	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	Instructing, Enlightening, and Persuading	10	Compare Readings that Enlighten	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	5	Instructing, Enlightening, and Persuading	10	Compare Readings that Enlighten	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
A	5	Instructing, Enlightening, and Persuading	11	"PRO/CON: Can Eating Less Meat Cool the Climate?"	CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	5	Instructing, Enlightening, and Persuading	11	"PRO/CON: Can Eating Less Meat Cool the Climate?"	CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	5	Instructing, Enlightening, and Persuading	11	"PRO/CON: Can Eating Less Meat Cool the Climate?"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	Instructing, Enlightening, and Persuading	11	"PRO/CON: Can Eating Less Meat Cool the Climate?"	CCSS.ELA-Literacy.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
A	5	Instructing, Enlightening, and Persuading	11	"PRO/CON: Can Eating Less Meat Cool the Climate?"	CCSS.ELA-Literacy.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
A	5	Instructing, Enlightening, and Persuading	12	"PRO/CON: Should We Abolish the Electoral College?"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	Instructing, Enlightening, and Persuading	12	"PRO/CON: Should We Abolish the Electoral College?"	CCSS.ELA-Literacy.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
A	5	Instructing, Enlightening, and Persuading	12	"PRO/CON: Should We Abolish the Electoral College?"	CCSS.ELA-Literacy.RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
A	5	Instructing, Enlightening, and Persuading	13	Model Persuasive Essay	CCSS.ELA-Literacy.L.7.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
A	5	Instructing, Enlightening, and Persuading	13	Model Persuasive Essay	CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	5	Instructing, Enlightening, and Persuading	13	Model Persuasive Essay	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	Instructing, Enlightening, and Persuading	13	Model Persuasive Essay	CCSS.ELA-Literacy.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

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A	5	Instructing, Enlightening, and Persuading	13	Model Persuasive Essay	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	Instructing, Enlightening, and Persuading	13	Model Persuasive Essay	CCSS.ELA-Literacy.SL.7.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
A	5	Instructing, Enlightening, and Persuading	13	Model Persuasive Essay	CCSS.ELA-Literacy.SL.7.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others and, when warranted, modify their own views.
A	5	Instructing, Enlightening, and Persuading	13	Model Persuasive Essay	CCSS.ELA-Literacy.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
A	5	Instructing, Enlightening, and Persuading	13	Model Persuasive Essay	CCSS.ELA-Literacy.W.7.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
A	5	Instructing, Enlightening, and Persuading	13	Model Persuasive Essay	CCSS.ELA-Literacy.W.7.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
A	5	Instructing, Enlightening, and Persuading	13	Model Persuasive Essay	CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	5	Instructing, Enlightening, and Persuading	14	Persuasive Essay: Drafting	CCSS.ELA-Literacy.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
A	5	Instructing, Enlightening, and Persuading	14	Persuasive Essay: Drafting	CCSS.ELA-Literacy.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
A	5	Instructing, Enlightening, and Persuading	15	Persuasive Essay: Finish Drafting	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	5	Instructing, Enlightening, and Persuading	15	Persuasive Essay: Finish Drafting	CCSS.ELA-Literacy.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.

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A	5	Instructing, Enlightening, and Persuading	15	Persuasive Essay: Finish Drafting	CCSS.ELA-Literacy.W.7.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
A	5	Instructing, Enlightening, and Persuading	15	Persuasive Essay: Finish Drafting	CCSS.ELA-Literacy.W.7.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
A	5	Instructing, Enlightening, and Persuading	15	Persuasive Essay: Finish Drafting	CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	5	Instructing, Enlightening, and Persuading	16	Persuasive Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.6.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
A	5	Instructing, Enlightening, and Persuading	16	Persuasive Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.7.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
A	5	Instructing, Enlightening, and Persuading	16	Persuasive Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.7.1e	Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.
A	5	Instructing, Enlightening, and Persuading	16	Persuasive Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	5	Instructing, Enlightening, and Persuading	17	Instructing, Enlightening, and Persuading Unit Review	Multiple	Students review and connect concepts learned throughout the unit.
A	5	Instructing, Enlightening, and Persuading	18	Instructing, Enlightening, and Persuading Unit Test	Multiple	All assessed standards covered in this unit
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.3.4b	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i>).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.4.3a	Choose words and phrases to convey ideas precisely.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive).

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A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.6.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use intensive pronouns (e.g., myself, ourselves).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.6.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.7.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.7.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.7.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.7.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.7.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.7.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.8.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.8.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the active and passive voice.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.8.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.8.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
A	7	Skills Center: Speaking and Listening	1	Speaking CCSS.ELA-Literacy.L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
A	7	Skills Center: Speaking and Listening	1	Speaking CCSS.ELA-Literacy.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
A	7	Skills Center: Speaking and Listening	1	Speaking CCSS.ELA-Literacy.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	7	Skills Center: Speaking and Listening	1	Speaking CCSS.ELA-Literacy.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
A	7	Skills Center: Speaking and Listening	1	Speaking CCSS.ELA-Literacy.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	7	Skills Center: Speaking and Listening	2	Listening CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
A	7	Skills Center: Speaking and Listening	2	Listening CCSS.ELA-Literacy.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
A	7	Skills Center: Speaking and Listening	2	Listening CCSS.ELA-Literacy.SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
A	7	Skills Center: Speaking and Listening	2	Listening CCSS.ELA-Literacy.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
A	7	Skills Center: Speaking and Listening	2	Listening CCSS.ELA-Literacy.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
A	8	Skills Center: Reading	1	Comprehension Skills CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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A	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
A	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
A	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.W.6.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
A	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.W.6.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
A	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.W.7.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
A	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.W.7.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.L.6.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.L.7.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.L.7.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.L.8.4a Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
A	8	Skills Center: Reading	2	Informational Text CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

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A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.L.6.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.L.7.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.L.8.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.W.7.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.

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A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.2f	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from the information or explanation presented.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.6.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.7.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.7.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.7.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

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A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.7.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.7.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.7.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.7.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.7.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.7.2f	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from and supports the information or explanation presented
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
A	9	Skills Center: Writing	3	Narrative and Fiction Writing	CCSS.ELA-Literacy.W.6.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
A	9	Skills Center: Writing	3	Narrative and Fiction Writing	CCSS.ELA-Literacy.W.6.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
A	9	Skills Center: Writing	3	Narrative and Fiction Writing	CCSS.ELA-Literacy.W.7.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
A	9	Skills Center: Writing	3	Narrative and Fiction Writing	CCSS.ELA-Literacy.W.7.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
B	1	What's Important	1	"President Cleveland, Where Are You?" (A)	CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	1	What's Important	1	"President Cleveland, Where Are You?" (A)	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	1	What's Important	1	"President Cleveland, Where Are You?" (A)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	1	"President Cleveland, Where Are You?" (A)	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
B	1	What's Important	1	"President Cleveland, Where Are You?" (A)	CCSS.ELA-Literacy.RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
B	1	What's Important	2	"President Cleveland, Where Are You?" (B)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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B	1	What's Important	2	"President Cleveland, Where Are You?" (B)	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	1	What's Important	2	"President Cleveland, Where Are You?" (B)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	2	"President Cleveland, Where Are You?" (B)	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	1	What's Important	2	"President Cleveland, Where Are You?" (B)	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
B	1	What's Important	3	"My Father Is a Simple Man"	CCSS.ELA-Literacy.L.7.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
B	1	What's Important	3	"My Father Is a Simple Man"	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	3	"My Father Is a Simple Man"	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	3	"My Father Is a Simple Man"	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	1	What's Important	3	"My Father Is a Simple Man"	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	1	What's Important	3	"My Father Is a Simple Man"	CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
B	1	What's Important	3	"My Father Is a Simple Man"	CCSS.ELA-Literacy.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
B	1	What's Important	4	"Raymond's Run" (A)	CCSS.ELA-Literacy.L.7.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
B	1	What's Important	4	"Raymond's Run" (A)	CCSS.ELA-Literacy.L.7.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
B	1	What's Important	4	"Raymond's Run" (A)	CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	1	What's Important	4	"Raymond's Run" (A)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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B	1	What's Important	4	"Raymond's Run" (A) CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	4	"Raymond's Run" (A) CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	4	"Raymond's Run" (A) CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	1	What's Important	5	"Raymond's Run" (B) CCSS.ELA-Literacy.L.7.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
B	1	What's Important	5	"Raymond's Run" (B) CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	1	What's Important	5	"Raymond's Run" (B) CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	5	"Raymond's Run" (B) CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
B	1	What's Important	5	"Raymond's Run" (B) CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
B	1	What's Important	6	Compare Texts CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	6	Compare Texts CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	1	What's Important	6	Compare Texts CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	6	Compare Texts CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	1	What's Important	6	Compare Texts CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
B	1	What's Important	6	Compare Texts CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	1	What's Important	6	Compare Texts CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
B	1	What's Important	6	Compare Texts CCSS.ELA-Literacy.SL.7.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
B	1	What's Important	7	"Saving Tobe" (A) CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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B	1	What's Important	7	"Saving Tobe" (B)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	7	"Saving Tobe" (A)	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	1	What's Important	7	"Saving Tobe" (A)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	7	"Saving Tobe" (A)	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	1	What's Important	8	"Saving Tobe" (B)	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	1	What's Important	8	"Saving Tobe" (B)	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	1	What's Important	8	"Saving Tobe" (B)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	8	"Saving Tobe" (B)	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
B	1	What's Important	8	"Saving Tobe" (B)	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	1	What's Important	9	"Saving Tobe" (C)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	9	"Saving Tobe" (C)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	9	"Saving Tobe" (C)	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
B	1	What's Important	10	"The White Umbrella"	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	1	What's Important	10	"The White Umbrella"	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	10	"The White Umbrella"	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	1	What's Important	10	"The White Umbrella"	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
B	1	What's Important	10	"The White Umbrella"	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	1	What's Important	10	"The White Umbrella"	CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
B	1	What's Important	11	"The Courage That My Mother Had"	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	11	"The Courage That My Mother Had"	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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B	1	What's Important	11	"The Courage That My Mother Had"	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	1	What's Important	11	"The Courage That My Mother Had"	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	1	What's Important	11	"The Courage That My Mother Had"	CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
B	1	What's Important	12	Model Literary Essay	CCSS.ELA-Literacy.L.4.3a	Choose words and phrases to convey ideas precisely.
B	1	What's Important	12	Model Literary Essay	CCSS.ELA-Literacy.L.7.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.
B	1	What's Important	12	Model Literary Essay	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	12	Model Literary Essay	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	12	Model Literary Essay	CCSS.ELA-Literacy.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
B	1	What's Important	13	Literary Essay: Taking Notes	CCSS.ELA-Literacy.L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
B	1	What's Important	13	Literary Essay: Taking Notes	CCSS.ELA-Literacy.L.7.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.
B	1	What's Important	13	Literary Essay: Taking Notes	CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	1	What's Important	13	Literary Essay: Taking Notes	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	13	Literary Essay: Taking Notes	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	13	Literary Essay: Taking Notes	CCSS.ELA-Literacy.SL.7.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

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B	1	What's Important	13	Literary Essay: Taking Notes	CCSS.ELA-Literacy.SL.7.1d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others and, when warranted, modify their own views.
B	1	What's Important	13	Literary Essay: Taking Notes	CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	1	What's Important	13	Literary Essay: Taking Notes	CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	1	What's Important	14	Literary Essay: Creating an Outline	CCSS.ELA-Literacy.L.3.1f Ensure subject-verb and pronoun-antecedent agreement.
B	1	What's Important	14	Literary Essay: Creating an Outline	CCSS.ELA-Literacy.L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.
B	1	What's Important	14	Literary Essay: Creating an Outline	CCSS.ELA-Literacy.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	What's Important	14	Literary Essay: Creating an Outline	CCSS.ELA-Literacy.W.7.1a Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
B	1	What's Important	14	Literary Essay: Creating an Outline	CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	1	What's Important	15	Literary Essay: Drafting	CCSS.ELA-Literacy.L.6.3b Maintain consistency in style and tone
B	1	What's Important	15	Literary Essay: Drafting	CCSS.ELA-Literacy.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
B	1	What's Important	15	Literary Essay: Drafting	CCSS.ELA-Literacy.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	1	What's Important	15	Literary Essay: Drafting	CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
B	1	What's Important	15	Literary Essay: Drafting	CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	1	What's Important	15	Literary Essay: Drafting	CCSS.ELA-Literacy.W.7.1c Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

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B	1	What's Important	15	Literary Essay: Drafting CCSS.ELA-Literacy.W.7.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	1	What's Important	16	Literary Essay: Revising and Proofreading CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	1	What's Important	16	Literary Essay: Revising and Proofreading CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	1	What's Important	16	Literary Essay: Revising and Proofreading CCSS.ELA-Literacy.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
B	1	What's Important	16	Literary Essay: Revising and Proofreading CCSS.ELA-Literacy.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
B	1	What's Important	16	Literary Essay: Revising and Proofreading CCSS.ELA-Literacy.W.7.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
B	1	What's Important	16	Literary Essay: Revising and Proofreading CCSS.ELA-Literacy.W.7.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
B	1	What's Important	16	Literary Essay: Revising and Proofreading CCSS.ELA-Literacy.W.7.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
B	1	What's Important	16	Literary Essay: Revising and Proofreading CCSS.ELA-Literacy.W.7.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	1	What's Important	16	Literary Essay: Revising and Proofreading CCSS.ELA-Literacy.W.7.1e	Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	1	What's Important	16	Literary Essay: Revising and Proofreading CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	1	What's Important	16	Literary Essay: Revising and Proofreading CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	1	What's Important	16	Literary Essay: Revising and Proofreading CCSS.ELA-Literacy.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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B	1	What's Important	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.7.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
B	1	What's Important	17	What's Important Unit Review	Multiple	Students review and connect concepts learned throughout the unit.
B	1	What's Important	18	What's Important Unit Test	Multiple	All assessed standards covered in this unit
B	2	Powerful Expression	1	"Caring For Vets Should Be National Duty" (A)	CCSS.ELA-Literacy.L.7.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
B	2	Powerful Expression	1	"Caring For Vets Should Be National Duty" (A)	CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	2	Powerful Expression	1	"Caring For Vets Should Be National Duty" (A)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	Powerful Expression	1	"Caring For Vets Should Be National Duty" (A)	CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
B	2	Powerful Expression	1	"Caring For Vets Should Be National Duty" (A)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	Powerful Expression	2	"Caring For Vets Should Be National Duty" (B)	CCSS.ELA-Literacy.L.7.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
B	2	Powerful Expression	2	"Caring For Vets Should Be National Duty" (B)	CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	2	Powerful Expression	2	"Caring For Vets Should Be National Duty" (B)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	Powerful Expression	2	"Caring For Vets Should Be National Duty" (B)	CCSS.ELA-Literacy.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
B	2	Powerful Expression	2	"Caring For Vets Should Be National Duty" (B)	CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
B	2	Powerful Expression	3	Model Argument Essay	CCSS.ELA-Literacy.L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
B	2	Powerful Expression	3	Model Argument Essay	CCSS.ELA-Literacy.L.6.3b	Maintain consistency in style and tone

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B	2	Powerful Expression	3	Model Argument Essay	CCSS.ELA-Literacy.L.7.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
B	2	Powerful Expression	3	Model Argument Essay	CCSS.ELA-Literacy.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	Powerful Expression	3	Model Argument Essay	CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
B	2	Powerful Expression	3	Model Argument Essay	CCSS.ELA-Literacy.W.7.1a Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
B	2	Powerful Expression	3	Model Argument Essay	CCSS.ELA-Literacy.W.7.1b Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
B	2	Powerful Expression	3	Model Argument Essay	CCSS.ELA-Literacy.W.7.1c Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
B	2	Powerful Expression	3	Model Argument Essay	CCSS.ELA-Literacy.W.7.1d Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	2	Powerful Expression	3	Model Argument Essay	CCSS.ELA-Literacy.W.7.1e Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	2	Powerful Expression	4	Argument Essay: Logical Fallacies	CCSS.ELA-Literacy.L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
B	2	Powerful Expression	4	Argument Essay: Logical Fallacies	CCSS.ELA-Literacy.L.7.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.
B	2	Powerful Expression	4	Argument Essay: Logical Fallacies	CCSS.ELA-Literacy.L.7.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

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B	2	Powerful Expression	4	Argument Essay: Logical Fallacies	CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
B	2	Powerful Expression	4	Argument Essay: Logical Fallacies	CCSS.ELA-Literacy.W.7.1b Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
B	2	Powerful Expression	5	Argument Essay: Finding Information	CCSS.ELA-Literacy.L.6.3b Maintain consistency in style and tone
B	2	Powerful Expression	5	Argument Essay: Finding Information	CCSS.ELA-Literacy.L.7.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
B	2	Powerful Expression	5	Argument Essay: Finding Information	CCSS.ELA-Literacy.W.7.1b Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
B	2	Powerful Expression	5	Argument Essay: Finding Information	CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	2	Powerful Expression	5	Argument Essay: Finding Information	CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	2	Powerful Expression	5	Argument Essay: Finding Information	CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	2	Powerful Expression	6	Argument Essay: Reasons and Evidence	CCSS.ELA-Literacy.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	Powerful Expression	6	Argument Essay: Reasons and Evidence	CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
B	2	Powerful Expression	6	Argument Essay: Reasons and Evidence	CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
B	2	Powerful Expression	6	Argument Essay: Reasons and Evidence	CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	2	Powerful Expression	6	Argument Essay: Reasons and Evidence	CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

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B	2	Powerful Expression	6	Argument Essay: Reasons and Evidence	CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	2	Powerful Expression	7	Argument Essay: Prewriting	CCSS.ELA-Literacy.L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
B	2	Powerful Expression	7	Argument Essay: Prewriting	CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	2	Powerful Expression	7	Argument Essay: Prewriting	CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	2	Powerful Expression	7	Argument Essay: Prewriting	CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	2	Powerful Expression	7	Argument Essay: Prewriting	CCSS.ELA-Literacy.W.7.1a Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
B	2	Powerful Expression	7	Argument Essay: Prewriting	CCSS.ELA-Literacy.W.7.1e Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	2	Powerful Expression	7	Argument Essay: Prewriting	CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	2	Powerful Expression	8	Argument Essay: Drafting	CCSS.ELA-Literacy.L.7.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
B	2	Powerful Expression	8	Argument Essay: Drafting	CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
B	2	Powerful Expression	8	Argument Essay: Drafting	CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
B	2	Powerful Expression	8	Argument Essay: Drafting	CCSS.ELA-Literacy.W.7.1a Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
B	2	Powerful Expression	8	Argument Essay: Drafting	CCSS.ELA-Literacy.W.7.1b Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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B	2	Powerful Expression	8	Argument Essay: Drafting	CCSS.ELA-Literacy.W.7.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
B	2	Powerful Expression	8	Argument Essay: Drafting	CCSS.ELA-Literacy.W.7.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	2	Powerful Expression	8	Argument Essay: Drafting	CCSS.ELA-Literacy.W.7.1e	Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	2	Powerful Expression	8	Argument Essay: Drafting	CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	2	Powerful Expression	8	Argument Essay: Drafting	CCSS.ELA-Literacy.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
B	2	Powerful Expression	8	Argument Essay: Drafting	CCSS.ELA-Literacy.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	2	Powerful Expression	8	Argument Essay: Drafting	CCSS.ELA-Literacy.W.7.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
B	2	Powerful Expression	9	Argument Essay: Revising	CCSS.ELA-Literacy.L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
B	2	Powerful Expression	9	Argument Essay: Revising	CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	2	Powerful Expression	9	Argument Essay: Revising	CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	2	Powerful Expression	9	Argument Essay: Revising	CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	2	Powerful Expression	9	Argument Essay: Revising	CCSS.ELA-Literacy.W.7.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
B	2	Powerful Expression	9	Argument Essay: Revising	CCSS.ELA-Literacy.W.7.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

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B	2	Powerful Expression	9	Argument Essay: Revising	CCSS.ELA-Literacy.W.7.1d Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	2	Powerful Expression	9	Argument Essay: Revising	CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	2	Powerful Expression	9	Argument Essay: Revising	CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	2	Powerful Expression	10	Argument Essay: Proofreading	CCSS.ELA-Literacy.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	2	Powerful Expression	10	Argument Essay: Proofreading	CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	2	Powerful Expression	10	Argument Essay: Proofreading	CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
B	2	Powerful Expression	10	Argument Essay: Proofreading	CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
B	2	Powerful Expression	10	Argument Essay: Proofreading	CCSS.ELA-Literacy.W.7.1a Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
B	2	Powerful Expression	10	Argument Essay: Proofreading	CCSS.ELA-Literacy.W.7.1b Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
B	2	Powerful Expression	10	Argument Essay: Proofreading	CCSS.ELA-Literacy.W.7.1c Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
B	2	Powerful Expression	10	Argument Essay: Proofreading	CCSS.ELA-Literacy.W.7.1d Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	2	Powerful Expression	10	Argument Essay: Proofreading	CCSS.ELA-Literacy.W.7.1e Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	2	Powerful Expression	10	Argument Essay: Proofreading	CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	2	Powerful Expression	10	Argument Essay: Proofreading	CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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B	2	Powerful Expression	10	Argument Essay: Proofreading	CCSS.ELA-Literacy.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
B	2	Powerful Expression	10	Argument Essay: Proofreading	CCSS.ELA-Literacy.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	2	Powerful Expression	10	Argument Essay: Proofreading	CCSS.ELA-Literacy.W.7.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
B	2	Powerful Expression	11	"Nothing Gold Can Stay" and "The Dragonfly"	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	Powerful Expression	11	"Nothing Gold Can Stay" and "The Dragonfly"	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	Powerful Expression	11	"Nothing Gold Can Stay" and "The Dragonfly"	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	2	Powerful Expression	11	"Nothing Gold Can Stay" and "The Dragonfly"	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	2	Powerful Expression	11	"Nothing Gold Can Stay" and "The Dragonfly"	CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
B	2	Powerful Expression	12	"In Spite of War"	CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
B	2	Powerful Expression	12	"In Spite of War"	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	2	Powerful Expression	12	"In Spite of War"	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	Powerful Expression	12	"In Spite of War"	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	2	Powerful Expression	12	"In Spite of War"	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	2	Powerful Expression	12	"In Spite of War"	CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
B	2	Powerful Expression	13	"The New Colossus"	CCSS.ELA-Literacy.L.7.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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B	2	Powerful Expression	13	"The New Colossus"	CCSS.ELA-Literacy.L.7.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
B	2	Powerful Expression	13	"The New Colossus"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	Powerful Expression	13	"The New Colossus"	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	Powerful Expression	13	"The New Colossus"	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	2	Powerful Expression	13	"The New Colossus"	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	2	Powerful Expression	13	"The New Colossus"	CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
B	2	Powerful Expression	14	"Harlem [2]"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	Powerful Expression	14	"Harlem [2]"	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	Powerful Expression	14	"Harlem [2]"	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	2	Powerful Expression	14	"Harlem [2]"	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	2	Powerful Expression	15	"Hold Fast Your Dreams"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	Powerful Expression	15	"Hold Fast Your Dreams"	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	2	Powerful Expression	15	"Hold Fast Your Dreams"	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	2	Powerful Expression	15	"Hold Fast Your Dreams"	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	2	Powerful Expression	16	Comparing Poems	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
B	2	Powerful Expression	16	Comparing Poems	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	2	Powerful Expression	16	Comparing Poems	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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B	2	Powerful Expression	16	Comparing Poems	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	2	Powerful Expression	16	Comparing Poems	CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
B	2	Powerful Expression	16	Comparing Poems	CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
B	2	Powerful Expression	16	Comparing Poems	CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
B	2	Powerful Expression	16	Comparing Poems	CCSS.ELA-Literacy.W.7.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
B	2	Powerful Expression	17	Powerful Expression Unit Review	Multiple	Students review and connect concepts learned throughout the unit.
B	2	Powerful Expression	18	Powerful Expression Unit Test	Multiple	All assessed standards covered in this unit
B	3	Truth and Identity	1	"Homesick" (A)	CCSS.ELA-Literacy.L.7.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
B	3	Truth and Identity	1	"Homesick" (A)	CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	3	Truth and Identity	1	"Homesick" (A)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Truth and Identity	1	"Homesick" (A)	CCSS.ELA-Literacy.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
B	3	Truth and Identity	1	"Homesick" (A)	CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
B	3	Truth and Identity	1	"Homesick" (A)	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
B	3	Truth and Identity	2	"Homesick" (B)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Truth and Identity	2	"Homesick" (B)	CCSS.ELA-Literacy.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
B	3	Truth and Identity	2	"Homesick" (B)	CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
B	3	Truth and Identity	2	"Homesick" (B)	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

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B	3	Truth and Identity	2	"Homesick" (B)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Truth and Identity	3	"Mami and Papi"	CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	3	Truth and Identity	3	"Mami and Papi"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Truth and Identity	3	"Mami and Papi"	CCSS.ELA-Literacy.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
B	3	Truth and Identity	3	"Mami and Papi"	CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
B	3	Truth and Identity	3	"Mami and Papi"	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
B	3	Truth and Identity	4	"The Night the Bed Fell"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Truth and Identity	4	"The Night the Bed Fell"	CCSS.ELA-Literacy.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
B	3	Truth and Identity	4	"The Night the Bed Fell"	CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
B	3	Truth and Identity	4	"The Night the Bed Fell"	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
B	3	Truth and Identity	5	Model Personal Narrative	CCSS.ELA-Literacy.L.7.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.
B	3	Truth and Identity	5	Model Personal Narrative	CCSS.ELA-Literacy.L.7.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
B	3	Truth and Identity	5	Model Personal Narrative	CCSS.ELA-Literacy.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
B	3	Truth and Identity	6	Personal Narrative: Brainstorming	CCSS.ELA-Literacy.L.5.2a	Use punctuation to separate items in a series.
B	3	Truth and Identity	6	Personal Narrative: Brainstorming	CCSS.ELA-Literacy.L.7.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
B	3	Truth and Identity	6	Personal Narrative: Brainstorming	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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B	3	Truth and Identity	6	Personal Narrative: Brainstorming CCSS.ELA-Literacy.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
B	3	Truth and Identity	6	Personal Narrative: Brainstorming CCSS.ELA-Literacy.W.7.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B	3	Truth and Identity	6	Personal Narrative: Brainstorming CCSS.ELA-Literacy.W.7.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
B	3	Truth and Identity	6	Personal Narrative: Brainstorming CCSS.ELA-Literacy.W.7.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
B	3	Truth and Identity	6	Personal Narrative: Brainstorming CCSS.ELA-Literacy.W.7.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
B	3	Truth and Identity	6	Personal Narrative: Brainstorming CCSS.ELA-Literacy.W.7.3e	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.
B	3	Truth and Identity	6	Personal Narrative: Brainstorming CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	3	Truth and Identity	6	Personal Narrative: Brainstorming CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	3	Truth and Identity	7	Personal Narrative: Drafting CCSS.ELA-Literacy.L.4.3b	Choose punctuation for effect.
B	3	Truth and Identity	7	Personal Narrative: Drafting CCSS.ELA-Literacy.L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
B	3	Truth and Identity	7	Personal Narrative: Drafting CCSS.ELA-Literacy.L.7.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.

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B	3	Truth and Identity	7	Personal Narrative: Drafting	CCSS.ELA-Literacy.L.7.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
B	3	Truth and Identity	7	Personal Narrative: Drafting	CCSS.ELA-Literacy.W.7.3a Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B	3	Truth and Identity	7	Personal Narrative: Drafting	CCSS.ELA-Literacy.W.7.3b Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
B	3	Truth and Identity	7	Personal Narrative: Drafting	CCSS.ELA-Literacy.W.7.3c Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
B	3	Truth and Identity	7	Personal Narrative: Drafting	CCSS.ELA-Literacy.W.7.3d Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
B	3	Truth and Identity	7	Personal Narrative: Drafting	CCSS.ELA-Literacy.W.7.3e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.
B	3	Truth and Identity	8	Personal Narrative: Revising and Proofreading	CCSS.ELA-Literacy.L.4.3b Choose punctuation for effect.
B	3	Truth and Identity	8	Personal Narrative: Revising and Proofreading	CCSS.ELA-Literacy.L.7.5b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
B	3	Truth and Identity	8	Personal Narrative: Revising and Proofreading	CCSS.ELA-Literacy.L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	3	Truth and Identity	8	Personal Narrative: Revising and Proofreading	CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	3	Truth and Identity	9	"Eileen Collins: NASA's First Female Shuttle Commander"	CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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B	3	Truth and Identity	9	"Eileen Collins: NASA's First Female Shuttle Commander"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Truth and Identity	9	"Eileen Collins: NASA's First Female Shuttle Commander"	CCSS.ELA-Literacy.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
B	3	Truth and Identity	9	"Eileen Collins: NASA's First Female Shuttle Commander"	CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
B	3	Truth and Identity	9	"Eileen Collins: NASA's First Female Shuttle Commander"	CCSS.ELA-Literacy.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
B	3	Truth and Identity	9	"Eileen Collins: NASA's First Female Shuttle Commander"	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
B	3	Truth and Identity	10	"First All-Female Spacewalk Will Take Place During Women's History Month"	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	3	Truth and Identity	10	"First All-Female Spacewalk Will Take Place During Women's History Month"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Truth and Identity	10	"First All-Female Spacewalk Will Take Place During Women's History Month"	CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
B	3	Truth and Identity	10	"First All-Female Spacewalk Will Take Place During Women's History Month"	CCSS.ELA-Literacy.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
B	3	Truth and Identity	10	"First All-Female Spacewalk Will Take Place During Women's History Month"	CCSS.ELA-Literacy.RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
B	3	Truth and Identity	10	"First All-Female Spacewalk Will Take Place During Women's History Month"	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	3	Truth and Identity	11	Texts About Cultural Identity (A)	CCSS.ELA-Literacy.L.7.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
B	3	Truth and Identity	11	Texts About Cultural Identity (A)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Truth and Identity	11	Texts About Cultural Identity (A)	CCSS.ELA-Literacy.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
B	3	Truth and Identity	11	Texts About Cultural Identity (A)	CCSS.ELA-Literacy.W.7.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
B	3	Truth and Identity	12	Texts About Cultural Identity (B)	CCSS.ELA-Literacy.RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

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B	3	Truth and Identity	12	Texts About Cultural Identity (B)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Truth and Identity	12	Texts About Cultural Identity (B)	CCSS.ELA-Literacy.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
B	3	Truth and Identity	12	Texts About Cultural Identity (B)	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
B	3	Truth and Identity	12	Texts About Cultural Identity (B)	CCSS.ELA-Literacy.RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
B	3	Truth and Identity	13	Texts About Cultural Identity (C)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Truth and Identity	13	Texts About Cultural Identity (C)	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
B	3	Truth and Identity	13	Texts About Cultural Identity (C)	CCSS.ELA-Literacy.W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	3	Truth and Identity	13	Texts About Cultural Identity (C)	CCSS.ELA-Literacy.W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	3	Truth and Identity	13	Texts About Cultural Identity (C)	CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
B	3	Truth and Identity	13	Texts About Cultural Identity (C)	CCSS.ELA-Literacy.W.7.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
B	3	Truth and Identity	14	Excerpt from President Nixon's News Conference (A)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Truth and Identity	14	Excerpt from President Nixon's News Conference (A)	CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
B	3	Truth and Identity	14	Excerpt from President Nixon's News Conference (A)	CCSS.ELA-Literacy.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
B	3	Truth and Identity	14	Excerpt from President Nixon's News Conference (A)	CCSS.ELA-Literacy.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
B	3	Truth and Identity	15	Excerpt from President Nixon's News Conference (B)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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B	3	Truth and Identity	15	Excerpt from President Nixon's News Conference (B)	CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
B	3	Truth and Identity	15	Excerpt from President Nixon's News Conference (B)	CCSS.ELA-Literacy.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
B	3	Truth and Identity	16	"President Richard M. Nixon: Re-Election, Second Term, and Watergate"	CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	3	Truth and Identity	16	"President Richard M. Nixon: Re-Election, Second Term, and Watergate"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	3	Truth and Identity	16	"President Richard M. Nixon: Re-Election, Second Term, and Watergate"	CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
B	3	Truth and Identity	16	"President Richard M. Nixon: Re-Election, Second Term, and Watergate"	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
B	3	Truth and Identity	16	"President Richard M. Nixon: Re-Election, Second Term, and Watergate"	CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
B	3	Truth and Identity	16	"President Richard M. Nixon: Re-Election, Second Term, and Watergate"	CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
B	3	Truth and Identity	16	"President Richard M. Nixon: Re-Election, Second Term, and Watergate"	CCSS.ELA-Literacy.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	3	Truth and Identity	16	"President Richard M. Nixon: Re-Election, Second Term, and Watergate"	CCSS.ELA-Literacy.W.7.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
B	3	Truth and Identity	16	"President Richard M. Nixon: Re-Election, Second Term, and Watergate"	CCSS.ELA-Literacy.W.7.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
B	3	Truth and Identity	17	Truth and Identity Unit Review	Multiple	Students review and connect concepts learned throughout the unit.
B	3	Truth and Identity	18	Truth and Identity Unit Test	Multiple	All assessed standards covered in this unit

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B	4	Influential Lives	1	Library on Wheels: Mary Lemist Titcomb and America's First Bookmobile (A) CCSS.ELA-Literacy.L.7.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
B	4	Influential Lives	1	Library on Wheels: Mary Lemist Titcomb and America's First Bookmobile (A) CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Influential Lives	1	Library on Wheels: Mary Lemist Titcomb and America's First Bookmobile (A) CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Influential Lives	1	Library on Wheels: Mary Lemist Titcomb and America's First Bookmobile (A) CCSS.ELA-Literacy.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
B	4	Influential Lives	1	Library on Wheels: Mary Lemist Titcomb and America's First Bookmobile (A) CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Influential Lives	2	Library on Wheels: Mary Lemist Titcomb and America's First Bookmobile (B) CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	4	Influential Lives	2	Library on Wheels: Mary Lemist Titcomb and America's First Bookmobile (B) CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Influential Lives	2	Library on Wheels: Mary Lemist Titcomb and America's First Bookmobile (B) CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
B	4	Influential Lives	2	Library on Wheels: Mary Lemist Titcomb and America's First Bookmobile (B) CCSS.ELA-Literacy.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
B	4	Influential Lives	2	Library on Wheels: Mary Lemist Titcomb and America's First Bookmobile (B) CCSS.ELA-Literacy.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
B	4	Influential Lives	3	Excerpt from Peking Dust CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Influential Lives	3	Excerpt from Peking Dust CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
B	4	Influential Lives	3	Excerpt from Peking Dust CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
B	4	Influential Lives	3	Excerpt from Peking Dust CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
B	4	Influential Lives	4	Excerpt from President Obama's 2014 State of the Union Address CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Influential Lives	4	Excerpt from President Obama's 2014 State of the Union Address CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
B	4	Influential Lives	4	Excerpt from President Obama's 2014 State of the Union Address CCSS.ELA-Literacy.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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B	4	Influential Lives	4	Excerpt from President Obama's 2014 State of the Union Address CCSS.ELA-Literacy.W.7.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
B	4	Influential Lives	5	Julius Caesar (A) CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Influential Lives	5	Julius Caesar (A) CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
B	4	Influential Lives	5	Julius Caesar (A) CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	4	Influential Lives	5	Julius Caesar (A) CCSS.ELA-Literacy.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
B	4	Influential Lives	6	Julius Caesar (B) CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Influential Lives	6	Julius Caesar (B) CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Influential Lives	6	Julius Caesar (B) CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	4	Influential Lives	6	Julius Caesar (B) CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
B	4	Influential Lives	7	Julius Caesar (C) CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Influential Lives	7	Julius Caesar (C) CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Influential Lives	7	Julius Caesar (C) CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Influential Lives	7	Julius Caesar (C) CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
B	4	Influential Lives	7	Julius Caesar (C) CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
B	4	Influential Lives	8	Julius Caesar Text vs. Video CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Influential Lives	8	Julius Caesar Text vs. Video CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Influential Lives	8	Julius Caesar Text vs. Video CCSS.ELA-Literacy.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
B	4	Influential Lives	9	Julius Caesar (D) CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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B	4	Influential Lives	9	Julius Caesar (B)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Influential Lives	9	Julius Caesar (D)	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
B	4	Influential Lives	9	Julius Caesar (D)	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	4	Influential Lives	10	Julius Caesar (E)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Influential Lives	10	Julius Caesar (E)	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
B	4	Influential Lives	11	Themes in Julius Caesar	CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
B	4	Influential Lives	11	Themes in Julius Caesar	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	4	Influential Lives	11	Themes in Julius Caesar	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	4	Influential Lives	11	Themes in Julius Caesar	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Influential Lives	11	Themes in Julius Caesar	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	4	Influential Lives	12	Research Report: Model Essay	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Influential Lives	12	Research Report: Model Essay	CCSS.ELA-Literacy.SL.7.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
B	4	Influential Lives	12	Research Report: Model Essay	CCSS.ELA-Literacy.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
B	4	Influential Lives	12	Research Report: Model Essay	CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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B	4	Influential Lives	12	Research Report: Model Essay	CCSS.ELA-Literacy.W.7.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	4	Influential Lives	12	Research Report: Model Essay	CCSS.ELA-Literacy.W.7.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
B	4	Influential Lives	12	Research Report: Model Essay	CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	4	Influential Lives	12	Research Report: Model Essay	CCSS.ELA-Literacy.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
B	4	Influential Lives	12	Research Report: Model Essay	CCSS.ELA-Literacy.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
B	4	Influential Lives	12	Research Report: Model Essay	CCSS.ELA-Literacy.W.7.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
B	4	Influential Lives	13	Research Report: Gathering Information	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Influential Lives	13	Research Report: Gathering Information	CCSS.ELA-Literacy.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
B	4	Influential Lives	13	Research Report: Gathering Information	CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	4	Influential Lives	13	Research Report: Gathering Information	CCSS.ELA-Literacy.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	4	Influential Lives	14	Research Report: Organizing Information	CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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B	4	Influential Lives	14	Research Report: Organizing Information	CCSS.ELA-Literacy.W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	4	Influential Lives	14	Research Report: Organizing Information	CCSS.ELA-Literacy.W.6.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
B	4	Influential Lives	14	Research Report: Organizing Information	CCSS.ELA-Literacy.W.6.2f	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from the information or explanation presented.
B	4	Influential Lives	14	Research Report: Organizing Information	CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
B	4	Influential Lives	14	Research Report: Organizing Information	CCSS.ELA-Literacy.W.7.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	4	Influential Lives	14	Research Report: Organizing Information	CCSS.ELA-Literacy.W.7.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
B	4	Influential Lives	14	Research Report: Organizing Information	CCSS.ELA-Literacy.W.7.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
B	4	Influential Lives	14	Research Report: Organizing Information	CCSS.ELA-Literacy.W.7.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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B	4	Influential Lives	14	Research Report: Organizing Information CCSS.ELA-Literacy.W.7.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
B	4	Influential Lives	14	Research Report: Organizing Information CCSS.ELA-Literacy.W.7.2f	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from and supports the information or explanation presented
B	4	Influential Lives	14	Research Report: Organizing Information CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	4	Influential Lives	14	Research Report: Organizing Information CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	4	Influential Lives	14	Research Report: Organizing Information CCSS.ELA-Literacy.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	4	Influential Lives	14	Research Report: Organizing Information CCSS.ELA-Literacy.W.7.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
B	4	Influential Lives	15	Research Report: Completing the Draft CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
B	4	Influential Lives	15	Research Report: Completing the Draft CCSS.ELA-Literacy.W.7.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	4	Influential Lives	15	Research Report: Completing the Draft CCSS.ELA-Literacy.W.7.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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B	4	Influential Lives	15	Research Report: Completing the Draft	CCSS.ELA-Literacy.W.7.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
B	4	Influential Lives	15	Research Report: Completing the Draft	CCSS.ELA-Literacy.W.7.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
B	4	Influential Lives	15	Research Report: Completing the Draft	CCSS.ELA-Literacy.W.7.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
B	4	Influential Lives	15	Research Report: Completing the Draft	CCSS.ELA-Literacy.W.7.2f	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from and supports the information or explanation presented
B	4	Influential Lives	15	Research Report: Completing the Draft	CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	4	Influential Lives	15	Research Report: Completing the Draft	CCSS.ELA-Literacy.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
B	4	Influential Lives	15	Research Report: Completing the Draft	CCSS.ELA-Literacy.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	4	Influential Lives	15	Research Report: Completing the Draft	CCSS.ELA-Literacy.W.7.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
B	4	Influential Lives	16	Research Report: Revising and Proofreading	CCSS.ELA-Literacy.L.7.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
B	4	Influential Lives	16	Research Report: Revising and Proofreading	CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	4	Influential Lives	16	Research Report: Revising and Proofreading	CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	4	Influential Lives	16	Research Report: Revising and Proofreading	CCSS.ELA-Literacy.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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B	4	Influential Lives	16	Research Report: Revising and Proofreading CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
B	4	Influential Lives	16	Research Report: Revising and Proofreading CCSS.ELA-Literacy.W.7.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	4	Influential Lives	16	Research Report: Revising and Proofreading CCSS.ELA-Literacy.W.7.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
B	4	Influential Lives	16	Research Report: Revising and Proofreading CCSS.ELA-Literacy.W.7.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
B	4	Influential Lives	16	Research Report: Revising and Proofreading CCSS.ELA-Literacy.W.7.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
B	4	Influential Lives	16	Research Report: Revising and Proofreading CCSS.ELA-Literacy.W.7.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
B	4	Influential Lives	16	Research Report: Revising and Proofreading CCSS.ELA-Literacy.W.7.2f	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from and supports the information or explanation presented
B	4	Influential Lives	16	Research Report: Revising and Proofreading CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	4	Influential Lives	16	Research Report: Revising and Proofreading CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	4	Influential Lives	16	Research Report: Revising and Proofreading CCSS.ELA-Literacy.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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B	4	Influential Lives	16	Research Report: Revising and Proofreading	CCSS.ELA-Literacy.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	4	Influential Lives	16	Research Report: Revising and Proofreading	CCSS.ELA-Literacy.W.7.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
B	4	Influential Lives	17	Influential Lives Unit Review	Multiple	Students review and connect concepts learned throughout the unit.
B	4	Influential Lives	18	Influential Lives Unit Test	Multiple	All assessed standards covered in this unit
B	5	Influential Words	1	"Homer: The Poet for All Ages"	CCSS.ELA-Literacy.L.7.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
B	5	Influential Words	1	"Homer: The Poet for All Ages"	CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	5	Influential Words	1	"Homer: The Poet for All Ages"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Influential Words	1	"Homer: The Poet for All Ages"	CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
B	5	Influential Words	1	"Homer: The Poet for All Ages"	CCSS.ELA-Literacy.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
B	5	Influential Words	1	"Homer: The Poet for All Ages"	CCSS.ELA-Literacy.SL.7.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
B	5	Influential Words	1	"Homer: The Poet for All Ages"	CCSS.ELA-Literacy.SL.7.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others and, when warranted, modify their own views.
B	5	Influential Words	2	Iliad (A)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Influential Words	2	Iliad (A)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Influential Words	2	Iliad (A)	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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B	5	Influential Words	3	liiad (B) CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Influential Words	3	liiad (B) CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	5	Influential Words	3	liiad (B) CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
B	5	Influential Words	4	liiad (C) CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	5	Influential Words	4	liiad (C) CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Influential Words	4	liiad (C) CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	5	Influential Words	4	liiad (C) CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
B	5	Influential Words	4	liiad (C) CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	5	Influential Words	5	liiad (D) CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Influential Words	5	liiad (D) CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	5	Influential Words	5	liiad (D) CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
B	5	Influential Words	5	liiad (D) CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	5	Influential Words	6	"Stories from the Odyssey" CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Influential Words	6	"Stories from the Odyssey" CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Influential Words	6	"Stories from the Odyssey" CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
B	5	Influential Words	7	"How Archaeologists Found the Lost City of Troy" CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Influential Words	7	"How Archaeologists Found the Lost City of Troy" CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
B	5	Influential Words	7	"How Archaeologists Found the Lost City of Troy" CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
B	5	Influential Words	7	"How Archaeologists Found the Lost City of Troy" CCSS.ELA-Literacy.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

B	5	Influential Words	7	"How Archaeologists Found the Lost City of Troy" Attachment 28 - ACAD	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
B	5	Influential Words	7	"How Archaeologists Found the Lost City of Troy"	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Influential Words	8	Media Shapes Opinions and Viewpoints	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Influential Words	8	Media Shapes Opinions and Viewpoints	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
B	5	Influential Words	8	Media Shapes Opinions and Viewpoints	CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
B	5	Influential Words	8	Media Shapes Opinions and Viewpoints	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Influential Words	8	Media Shapes Opinions and Viewpoints	CCSS.ELA-Literacy.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
B	5	Influential Words	9	"U R What U Eat"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Influential Words	9	"U R What U Eat"	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
B	5	Influential Words	9	"U R What U Eat"	CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
B	5	Influential Words	10	"Water Efficiency Strategies"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Influential Words	10	"Water Efficiency Strategies"	CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
B	5	Influential Words	10	"Water Efficiency Strategies"	CCSS.ELA-Literacy.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
B	5	Influential Words	11	"Michael's Biography"	CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	5	Influential Words	11	"Michael's Biography"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Influential Words	11	"Michael's Biography"	CCSS.ELA-Literacy.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
B	5	Influential Words	11	"Michael's Biography"	CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
B	5	Influential Words	11	"Michael's Biography"	CCSS.ELA-Literacy.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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B	5	Influential Words	11	"Michael's Biography"	CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
B	5	Influential Words	12	Model Propaganda Essay	CCSS.ELA-Literacy.L.3.3a	Choose words and phrases for effect.
B	5	Influential Words	12	Model Propaganda Essay	CCSS.ELA-Literacy.L.4.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
B	5	Influential Words	12	Model Propaganda Essay	CCSS.ELA-Literacy.L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).
B	5	Influential Words	12	Model Propaganda Essay	CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	5	Influential Words	12	Model Propaganda Essay	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
B	5	Influential Words	12	Model Propaganda Essay	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Influential Words	12	Model Propaganda Essay	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
B	5	Influential Words	12	Model Propaganda Essay	CCSS.ELA-Literacy.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
B	5	Influential Words	12	Model Propaganda Essay	CCSS.ELA-Literacy.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
B	5	Influential Words	12	Model Propaganda Essay	CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	5	Influential Words	13	Propaganda Essay Techniques	CCSS.ELA-Literacy.L.3.3a	Choose words and phrases for effect.
B	5	Influential Words	13	Propaganda Essay Techniques	CCSS.ELA-Literacy.L.4.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
B	5	Influential Words	13	Propaganda Essay Techniques	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	5	Influential Words	13	Propaganda Essay Techniques	CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
B	5	Influential Words	13	Propaganda Essay Techniques	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

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B	5	Influential Words	13	Propaganda Essay Techniques	CCSS.ELA-Literacy.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
B	5	Influential Words	13	Propaganda Essay Techniques	CCSS.ELA-Literacy.SL.7.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B	5	Influential Words	13	Propaganda Essay Techniques	CCSS.ELA-Literacy.W.7.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
B	5	Influential Words	13	Propaganda Essay Techniques	CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	5	Influential Words	14	Propaganda Essay	CCSS.ELA-Literacy.L.3.3a	Choose words and phrases for effect.
B	5	Influential Words	14	Propaganda Essay	CCSS.ELA-Literacy.L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).
B	5	Influential Words	14	Propaganda Essay	CCSS.ELA-Literacy.L.7.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
B	5	Influential Words	14	Propaganda Essay	CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	5	Influential Words	14	Propaganda Essay	CCSS.ELA-Literacy.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
B	5	Influential Words	14	Propaganda Essay	CCSS.ELA-Literacy.W.7.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
B	5	Influential Words	14	Propaganda Essay	CCSS.ELA-Literacy.W.7.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
B	5	Influential Words	14	Propaganda Essay	CCSS.ELA-Literacy.W.7.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

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B	5	Influential Words	14	Propaganda Essay	CCSS.ELA-Literacy.W.7.1e Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	5	Influential Words	14	Propaganda Essay	CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	5	Influential Words	14	Propaganda Essay	CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	5	Influential Words	15	Planning a Multimedia Presentation	CCSS.ELA-Literacy.L.4.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
B	5	Influential Words	15	Planning a Multimedia Presentation	CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
B	5	Influential Words	15	Planning a Multimedia Presentation	CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
B	5	Influential Words	15	Planning a Multimedia Presentation	CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	5	Influential Words	16	Propaganda Presentation	CCSS.ELA-Literacy.L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
B	5	Influential Words	16	Propaganda Presentation	CCSS.ELA-Literacy.L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	5	Influential Words	16	Propaganda Presentation	CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
B	5	Influential Words	16	Propaganda Presentation	CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	5	Influential Words	16	Propaganda Presentation	CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
B	5	Influential Words	16	Propaganda Presentation	CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
B	5	Influential Words	16	Propaganda Presentation	CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	5	Influential Words	17	Influential Words Unit Review	Multiple Students review and connect concepts learned throughout the unit.
B	5	Influential Words	18	Influential Words Unit Test	Multiple All assessed standards covered in this unit
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.3.1f Ensure subject-verb and pronoun-antecedent agreement.

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B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.3.4b	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.4.3a	Choose words and phrases to convey ideas precisely.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive).
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use intensive pronouns (e.g., <i>myself, ourselves</i>).
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.7.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.7.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.7.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.8.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.8.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the active and passive voice.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.8.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.8.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb voice and mood.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.8.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
B	7	Skills Center: Speaking and Listening	1	Speaking CCSS.ELA-Literacy.L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
B	7	Skills Center: Speaking and Listening	1	Speaking CCSS.ELA-Literacy.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
B	7	Skills Center: Speaking and Listening	1	Speaking CCSS.ELA-Literacy.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	7	Skills Center: Speaking and Listening	1	Speaking CCSS.ELA-Literacy.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

B	7	Skills Center: Speaking and Listening	1	Speaking	CCSS.ELA-Literacy.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	7	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
B	7	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
B	7	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
B	7	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
B	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
B	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
B	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.W.6.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
B	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.W.6.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
B	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.W.7.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

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B	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.W.7.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.L.6.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.L.7.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.L.7.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

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B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.L.6.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.L.7.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.L.8.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.W.7.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.2f	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from the information or explanation presented.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.6.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.1b Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.1c Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.1d Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.2b Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.2c Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.2e Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.2f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from and supports the information or explanation presented

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B	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.7.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.7.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
B	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.7.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
B	9	Skills Center: Writing	3	Narrative and Fiction Writing CCSS.ELA-Literacy.W.6.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
B	9	Skills Center: Writing	3	Narrative and Fiction Writing CCSS.ELA-Literacy.W.6.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
B	9	Skills Center: Writing	3	Narrative and Fiction Writing CCSS.ELA-Literacy.W.7.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
B	9	Skills Center: Writing	3	Narrative and Fiction Writing CCSS.ELA-Literacy.W.7.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.



Common Core Content Standards for English Language Arts: Grade 8
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Compared to ENG08E3 Summit Language Arts 8



Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Life Stories	1	from Nurse and Spy in the Union Army	CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	1	Life Stories	1	from Nurse and Spy in the Union Army	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Life Stories	1	from Nurse and Spy in the Union Army	CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Life Stories	1	from Nurse and Spy in the Union Army	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
A	1	Life Stories	1	from Nurse and Spy in the Union Army	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	1	Life Stories	1	from Nurse and Spy in the Union Army	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Life Stories	1	from Nurse and Spy in the Union Army	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Life Stories	1	from Nurse and Spy in the Union Army	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
A	1	Life Stories	1	from Nurse and Spy in the Union Army	CCSS.ELA-Literacy.SL.8.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
A	1	Life Stories	2	"A Cub Pilot"	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
A	1	Life Stories	2	"A Cub Pilot"	CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
A	1	Life Stories	2	"A Cub Pilot"	CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
A	1	Life Stories	2	"A Cub Pilot"	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	1	Life Stories	3	from Barrio Boy	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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A	1	Life Stories	3	from Barrio Boy	CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Life Stories	3	from Barrio Boy	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	1	Life Stories	3	from Barrio Boy	CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
A	1	Life Stories	3	from Barrio Boy	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	1	Life Stories	3	from Barrio Boy	CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	1	Life Stories	3	from Barrio Boy	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Life Stories	3	from Barrio Boy	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	1	Life Stories	3	from Barrio Boy	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
A	1	Life Stories	4	from I Know Why the Caged Bird Sings	CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Life Stories	4	from I Know Why the Caged Bird Sings	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	1	Life Stories	4	from I Know Why the Caged Bird Sings	CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
A	1	Life Stories	4	from I Know Why the Caged Bird Sings	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
A	1	Life Stories	4	from I Know Why the Caged Bird Sings	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
A	1	Life Stories	4	from I Know Why the Caged Bird Sings	CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
A	1	Life Stories	5	Close Reading: from I Know Why the Caged Bird Sings	CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Life Stories	5	Close Reading: from I Know Why the Caged Bird Sings	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	1	Life Stories	5	Close Reading: from I Know Why the Caged Bird Sings	CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
A	1	Life Stories	5	Close Reading: from I Know Why the Caged Bird Sings	CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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A	1	Life Stories	5	Close Reading: from I Know Why the Caged Bird Sings	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	1	Life Stories	5	Close Reading: from I Know Why the Caged Bird Sings	CCSS.ELA-Literacy.RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
A	1	Life Stories	5	Close Reading: from I Know Why the Caged Bird Sings	CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	1	Life Stories	5	Close Reading: from I Know Why the Caged Bird Sings	CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Life Stories	5	Close Reading: from I Know Why the Caged Bird Sings	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	1	Life Stories	6	Characteristics of Memoirs	CCSS.ELA-Literacy.L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
A	1	Life Stories	6	Characteristics of Memoirs	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	1	Life Stories	6	Characteristics of Memoirs	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	1	Life Stories	6	Characteristics of Memoirs	CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	1	Life Stories	6	Characteristics of Memoirs	CCSS.ELA-Literacy.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A	1	Life Stories	6	Characteristics of Memoirs	CCSS.ELA-Literacy.W.8.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
A	1	Life Stories	6	Characteristics of Memoirs	CCSS.ELA-Literacy.W.8.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
A	1	Life Stories	6	Characteristics of Memoirs	CCSS.ELA-Literacy.W.8.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

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A	1	Life Stories	6	Characteristics of Memoirs	CCSS.ELA-Literacy.W.8.3d Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
A	1	Life Stories	6	Characteristics of Memoirs	CCSS.ELA-Literacy.W.8.3e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.
A	1	Life Stories	6	Characteristics of Memoirs	CCSS.ELA-Literacy.W.8.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Life Stories	6	Characteristics of Memoirs	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	1	Life Stories	7	Memoir: Prewriting	CCSS.ELA-Literacy.SL.8.1c Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
A	1	Life Stories	7	Memoir: Prewriting	CCSS.ELA-Literacy.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A	1	Life Stories	7	Memoir: Prewriting	CCSS.ELA-Literacy.W.8.3a Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
A	1	Life Stories	7	Memoir: Prewriting	CCSS.ELA-Literacy.W.8.3b Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
A	1	Life Stories	7	Memoir: Prewriting	CCSS.ELA-Literacy.W.8.3c Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

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A	1	Life Stories	7	Memoir: Prewriting	CCSS.ELA-Literacy.W.8.3d Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
A	1	Life Stories	7	Memoir: Prewriting	CCSS.ELA-Literacy.W.8.3e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.
A	1	Life Stories	7	Memoir: Prewriting	CCSS.ELA-Literacy.W.8.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Life Stories	7	Memoir: Prewriting	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	1	Life Stories	7	Memoir: Prewriting	CCSS.ELA-Literacy.W.8.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
A	1	Life Stories	8	Memoir: Writing Strategies	CCSS.ELA-Literacy.L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
A	1	Life Stories	8	Memoir: Writing Strategies	CCSS.ELA-Literacy.L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.
A	1	Life Stories	8	Memoir: Writing Strategies	CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
A	1	Life Stories	8	Memoir: Writing Strategies	CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	1	Life Stories	8	Memoir: Writing Strategies	CCSS.ELA-Literacy.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	1	Life Stories	8	Memoir: Writing Strategies	CCSS.ELA-Literacy.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A	1	Life Stories	8	Memoir: Writing Strategies	CCSS.ELA-Literacy.W.8.3a Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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A	1	Life Stories	8	Memoir: Writing Strategies	CCSS.ELA-Literacy.W.8.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
A	1	Life Stories	8	Memoir: Writing Strategies	CCSS.ELA-Literacy.W.8.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
A	1	Life Stories	8	Memoir: Writing Strategies	CCSS.ELA-Literacy.W.8.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
A	1	Life Stories	8	Memoir: Writing Strategies	CCSS.ELA-Literacy.W.8.3e	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.
A	1	Life Stories	8	Memoir: Writing Strategies	CCSS.ELA-Literacy.W.8.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Life Stories	8	Memoir: Writing Strategies	CCSS.ELA-Literacy.W.8.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	1	Life Stories	8	Memoir: Writing Strategies	CCSS.ELA-Literacy.W.8.6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
A	1	Life Stories	8	Memoir: Writing Strategies	L.3.3a.	Choose words and phrases for effect.
A	1	Life Stories	9	Memoir: Drafting	CCSS.ELA-Literacy.W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
A	1	Life Stories	9	Memoir: Drafting	CCSS.ELA-Literacy.W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
A	1	Life Stories	9	Memoir: Drafting	CCSS.ELA-Literacy.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A	1	Life Stories	9	Memoir: Drafting	CCSS.ELA-Literacy.W.8.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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A	1	Life Stories	9	Memoir: Drafting	CCSS.ELA-Literacy.W.8.3b Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
A	1	Life Stories	9	Memoir: Drafting	CCSS.ELA-Literacy.W.8.3c Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
A	1	Life Stories	9	Memoir: Drafting	CCSS.ELA-Literacy.W.8.3d Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
A	1	Life Stories	9	Memoir: Drafting	CCSS.ELA-Literacy.W.8.3e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.
A	1	Life Stories	9	Memoir: Drafting	CCSS.ELA-Literacy.W.8.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Life Stories	9	Memoir: Drafting	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	1	Life Stories	10	Memoir: Revising and Proofreading	CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Life Stories	10	Memoir: Revising and Proofreading	CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	1	Life Stories	10	Memoir: Revising and Proofreading	CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
A	1	Life Stories	10	Memoir: Revising and Proofreading	CCSS.ELA-Literacy.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A	1	Life Stories	10	Memoir: Revising and Proofreading	CCSS.ELA-Literacy.W.8.3a Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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A	1	Life Stories	10	Memoir: Revising and Proofreading	CCSS.ELA-Literacy.W.8.3b Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
A	1	Life Stories	10	Memoir: Revising and Proofreading	CCSS.ELA-Literacy.W.8.3c Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
A	1	Life Stories	10	Memoir: Revising and Proofreading	CCSS.ELA-Literacy.W.8.3d Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
A	1	Life Stories	10	Memoir: Revising and Proofreading	CCSS.ELA-Literacy.W.8.3e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.
A	1	Life Stories	10	Memoir: Revising and Proofreading	CCSS.ELA-Literacy.W.8.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Life Stories	10	Memoir: Revising and Proofreading	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	1	Life Stories	10	Memoir: Revising and Proofreading	CCSS.ELA-Literacy.W.8.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
A	1	Life Stories	11	Narrative of the Life of Frederick Douglass, Chapters I and II	CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	1	Life Stories	11	Narrative of the Life of Frederick Douglass, Chapters I and II	CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
A	1	Life Stories	11	Narrative of the Life of Frederick Douglass, Chapters I and II	CCSS.ELA-Literacy.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	1	Life Stories	12	Narrative of the Life of Frederick Douglass, Chapters VI and VII	CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Life Stories	12	Narrative of the Life of Frederick Douglass, Chapters VI and VII	CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.

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A	1	Life Stories	12	Narrative of the Life of Frederick Douglass, Chapters VI and VII	CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
A	1	Life Stories	12	Narrative of the Life of Frederick Douglass, Chapters VI and VII	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	1	Life Stories	12	Narrative of the Life of Frederick Douglass, Chapters VI and VII	CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	1	Life Stories	13	Narrative of the Life of Frederick Douglass, Chapters X and XI	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	1	Life Stories	13	Narrative of the Life of Frederick Douglass, Chapters X and XI	CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
A	1	Life Stories	13	Narrative of the Life of Frederick Douglass, Chapters X and XI	CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
A	1	Life Stories	13	Narrative of the Life of Frederick Douglass, Chapters X and XI	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	1	Life Stories	13	Narrative of the Life of Frederick Douglass, Chapters X and XI	CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	1	Life Stories	14	from Captain Canot, or Twenty Years of an African Slaver	CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Life Stories	14	from Captain Canot, or Twenty Years of an African Slaver	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	1	Life Stories	14	from Captain Canot, or Twenty Years of an African Slaver	CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
A	1	Life Stories	14	from Captain Canot, or Twenty Years of an African Slaver	CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
A	1	Life Stories	14	from Captain Canot, or Twenty Years of an African Slaver	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	1	Life Stories	14	from Captain Canot, or Twenty Years of an African Slaver	CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	1	Life Stories	14	from Captain Canot, or Twenty Years of an African Slaver	CCSS.ELA-Literacy.RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
A	1	Life Stories	15	The Legacy of Slavery	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	1	Life Stories	15	The Legacy of Slavery	CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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A	1	Life Stories	15	The Legacy of Slavery	CCSS.ELA-Literacy.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
A	1	Life Stories	16	Examining Several Texts About Slavery	CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	1	Life Stories	16	Examining Several Texts About Slavery	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	1	Life Stories	16	Examining Several Texts About Slavery	CCSS.ELA-Literacy.RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
A	1	Life Stories	17	Life Stories Unit Review	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	1	Life Stories	18	Life Stories Unit Test	Multiple	All assessed standards covered in this unit
A	2	Voices and Viewpoints	1	"The Rainy Day" and "Invictus"	CCSS.ELA-Literacy.L.8.4c	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
A	2	Voices and Viewpoints	1	"The Rainy Day" and "Invictus"	CCSS.ELA-Literacy.L.8.4d	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
A	2	Voices and Viewpoints	1	"The Rainy Day" and "Invictus"	CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	2	Voices and Viewpoints	1	"The Rainy Day" and "Invictus"	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	2	Voices and Viewpoints	1	"The Rainy Day" and "Invictus"	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
A	2	Voices and Viewpoints	1	"The Rainy Day" and "Invictus"	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	2	Voices and Viewpoints	1	"The Rainy Day" and "Invictus"	CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

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A	2	Voices and Viewpoints	1	"The Rainy Day" and "Invictus"	CCSS.ELA-Literacy.SL.8.1d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
A	2	Voices and Viewpoints	1	"The Rainy Day" and "Invictus"	CCSS.ELA-Literacy.W.8.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
A	2	Voices and Viewpoints	2	"We Real Cool" and "The Negro Speaks of Rivers"	CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	2	Voices and Viewpoints	2	"We Real Cool" and "The Negro Speaks of Rivers"	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
A	2	Voices and Viewpoints	2	"We Real Cool" and "The Negro Speaks of Rivers"	CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
A	2	Voices and Viewpoints	2	"We Real Cool" and "The Negro Speaks of Rivers"	CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	2	Voices and Viewpoints	2	"We Real Cool" and "The Negro Speaks of Rivers"	CCSS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
A	2	Voices and Viewpoints	3	"The Mending Wall"	CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	2	Voices and Viewpoints	3	"The Mending Wall"	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
A	2	Voices and Viewpoints	3	"The Mending Wall"	CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
A	2	Voices and Viewpoints	3	"The Mending Wall"	CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	2	Voices and Viewpoints	3	"The Mending Wall"	CCSS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
A	2	Voices and Viewpoints	4	Compare Poems	CCSS.ELA-Literacy.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
A	2	Voices and Viewpoints	4	Compare Poems	CCSS.ELA-Literacy.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
A	2	Voices and Viewpoints	4	Compare Poems	CCSS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

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A	2	Voices and Viewpoints	4	Compare Poems CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	2	Voices and Viewpoints	5	"I Have a Dream" (A) CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Voices and Viewpoints	5	"I Have a Dream" (A) CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
A	2	Voices and Viewpoints	5	"I Have a Dream" (A) CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
A	2	Voices and Viewpoints	5	"I Have a Dream" (A) CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	2	Voices and Viewpoints	5	"I Have a Dream" (A) CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	2	Voices and Viewpoints	5	"I Have a Dream" (A) CCSS.ELA-Literacy.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
A	2	Voices and Viewpoints	5	"I Have a Dream" (A) CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Voices and Viewpoints	5	"I Have a Dream" (A) CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	2	Voices and Viewpoints	5	"I Have a Dream" (A) CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
A	2	Voices and Viewpoints	6	"I Have a Dream" (B) CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	2	Voices and Viewpoints	6	"I Have a Dream" (B) CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
A	2	Voices and Viewpoints	6	"I Have a Dream" (B) CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	2	Voices and Viewpoints	6	"I Have a Dream" (B) CCSS.ELA-Literacy.RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
A	2	Voices and Viewpoints	6	"I Have a Dream" (B) CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	2	Voices and Viewpoints	6	"I Have a Dream" (B) CCSS.ELA-Literacy.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

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A	2	Voices and Viewpoints	6	"I Have a Dream" (B)	CCSS.ELA-Literacy.SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
A	2	Voices and Viewpoints	6	"I Have a Dream" (B)	CCSS.ELA-Literacy.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
A	2	Voices and Viewpoints	6	"I Have a Dream" (B)	CCSS.ELA-Literacy.SL.8.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
A	2	Voices and Viewpoints	6	"I Have a Dream" (B)	CCSS.ELA-Literacy.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
A	2	Voices and Viewpoints	6	"I Have a Dream" (B)	CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	2	Voices and Viewpoints	6	"I Have a Dream" (B)	CCSS.ELA-Literacy.W.8.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
A	2	Voices and Viewpoints	7	President George W. Bush's First Inaugural Address	CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	2	Voices and Viewpoints	7	President George W. Bush's First Inaugural Address	CCSS.ELA-Literacy.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
A	2	Voices and Viewpoints	7	President George W. Bush's First Inaugural Address	CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	2	Voices and Viewpoints	7	President George W. Bush's First Inaugural Address	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	2	Voices and Viewpoints	7	President George W. Bush's First Inaugural Address	CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
A	2	Voices and Viewpoints	7	President George W. Bush's First Inaugural Address	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	2	Voices and Viewpoints	7	President George W. Bush's First Inaugural Address	CCSS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
A	2	Voices and Viewpoints	7	President George W. Bush's First Inaugural Address	CCSS.ELA-Literacy.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

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A	2	Voices and Viewpoints	7	President George W. Bush's First Inaugural Address	CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	2	Voices and Viewpoints	7	President George W. Bush's First Inaugural Address	CCSS.ELA-Literacy.W.8.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	2	Voices and Viewpoints	8	Speech: Planning	CCSS.ELA-Literacy.L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
A	2	Voices and Viewpoints	8	Speech: Planning	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	2	Voices and Viewpoints	8	Speech: Planning	CCSS.ELA-Literacy.W.8.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	2	Voices and Viewpoints	8	Speech: Planning	CCSS.ELA-Literacy.W.8.6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
A	2	Voices and Viewpoints	8	Speech: Planning	CCSS.ELA-Literacy.W.8.8	Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
A	2	Voices and Viewpoints	9	Speech: Research	CCSS.ELA-Literacy.L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)
A	2	Voices and Viewpoints	9	Speech: Research	CCSS.ELA-Literacy.W.8.6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
A	2	Voices and Viewpoints	9	Speech: Research	CCSS.ELA-Literacy.W.8.7	Research to Build and Present Knowledge: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
A	2	Voices and Viewpoints	9	Speech: Research	CCSS.ELA-Literacy.W.8.8	Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
A	2	Voices and Viewpoints	10	Speech: Organization and Outline	CCSS.ELA-Literacy.L.8.4c	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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A	2	Voices and Viewpoints	10	Speech: Organization and Outline	CCSS.ELA-Literacy.L.8.4d Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
A	2	Voices and Viewpoints	10	Speech: Organization and Outline	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
A	2	Voices and Viewpoints	10	Speech: Organization and Outline	CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	2	Voices and Viewpoints	10	Speech: Organization and Outline	CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	2	Voices and Viewpoints	10	Speech: Organization and Outline	CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
A	2	Voices and Viewpoints	10	Speech: Organization and Outline	CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	2	Voices and Viewpoints	10	Speech: Organization and Outline	CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
A	2	Voices and Viewpoints	10	Speech: Organization and Outline	CCSS.ELA-Literacy.W.8.1a Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
A	2	Voices and Viewpoints	10	Speech: Organization and Outline	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	2	Voices and Viewpoints	10	Speech: Organization and Outline	CCSS.ELA-Literacy.W.8.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
A	2	Voices and Viewpoints	11	Speech: Drafting	CCSS.ELA-Literacy.L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
A	2	Voices and Viewpoints	11	Speech: Drafting	CCSS.ELA-Literacy.L.8.4c Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
A	2	Voices and Viewpoints	11	Speech: Drafting	CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
A	2	Voices and Viewpoints	11	Speech: Drafting	CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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A	2	Voices and Viewpoints	11	Speech: Drafting	CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
A	2	Voices and Viewpoints	11	Speech: Drafting	CCSS.ELA-Literacy.W.8.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
A	2	Voices and Viewpoints	11	Speech: Drafting	CCSS.ELA-Literacy.W.8.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	2	Voices and Viewpoints	11	Speech: Drafting	CCSS.ELA-Literacy.W.8.6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
A	2	Voices and Viewpoints	11	Speech: Drafting	L.4.3a.	Choose words and phrases to convey ideas precisely.
A	2	Voices and Viewpoints	12	Speech: Delivery	CCSS.ELA-Literacy.L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
A	2	Voices and Viewpoints	12	Speech: Delivery	CCSS.ELA-Literacy.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
A	2	Voices and Viewpoints	12	Speech: Delivery	CCSS.ELA-Literacy.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	2	Voices and Viewpoints	12	Speech: Delivery	CCSS.ELA-Literacy.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
A	2	Voices and Viewpoints	12	Speech: Delivery	CCSS.ELA-Literacy.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	2	Voices and Viewpoints	12	Speech: Delivery	CCSS.ELA-Literacy.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
A	2	Voices and Viewpoints	12	Speech: Delivery	CCSS.ELA-Literacy.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	2	Voices and Viewpoints	13	Media Presentation: Analyzing Media	CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
A	2	Voices and Viewpoints	13	Media Presentation: Analyzing Media	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
A	2	Voices and Viewpoints	13	Media Presentation: Analyzing Media	CCSS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
A	2	Voices and Viewpoints	13	Media Presentation: Analyzing Media	CCSS.ELA-Literacy.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
A	2	Voices and Viewpoints	13	Media Presentation: Analyzing Media	CCSS.ELA-Literacy.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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A	2	Voices and Viewpoints	13	Media Presentation: Analyzing Media	CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
A	2	Voices and Viewpoints	13	Media Presentation: Analyzing Media	CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
A	2	Voices and Viewpoints	13	Media Presentation: Analyzing Media	CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	2	Voices and Viewpoints	14	Media Presentation: Researching and Choosing Media	CCSS.ELA-Literacy.L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
A	2	Voices and Viewpoints	14	Media Presentation: Researching and Choosing Media	CCSS.ELA-Literacy.L.8.4c Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
A	2	Voices and Viewpoints	14	Media Presentation: Researching and Choosing Media	CCSS.ELA-Literacy.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
A	2	Voices and Viewpoints	14	Media Presentation: Researching and Choosing Media	CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
A	2	Voices and Viewpoints	15	Medium Presentation: Integrating Media	CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
A	2	Voices and Viewpoints	15	Medium Presentation: Integrating Media	CCSS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
A	2	Voices and Viewpoints	15	Medium Presentation: Integrating Media	CCSS.ELA-Literacy.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
A	2	Voices and Viewpoints	15	Medium Presentation: Integrating Media	CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
A	2	Voices and Viewpoints	16	Media Presentation: Delivery	CCSS.ELA-Literacy.L.8.4c Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
A	2	Voices and Viewpoints	16	Media Presentation: Delivery	CCSS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	2	Voices and Viewpoints	16	Media Presentation: Delivery	CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
A	2	Voices and Viewpoints	16	Media Presentation: Delivery	CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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A	2	Voices and Viewpoints	16	Media Presentation	CCSS.ELA-Literacy.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	2	Voices and Viewpoints	17	Voices and Viewpoints Unit Review	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	2	Voices and Viewpoints	18	Voices and Viewpoints Unit Test	Multiple	All assessed standards covered in this unit
A	3	Lights in the Darkness	1	Anne Frank: The Diary of a Young Girl (A)	CCSS.ELA-Literacy.L.8.4a	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	3	Lights in the Darkness	1	Anne Frank: The Diary of a Young Girl (A)	CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Lights in the Darkness	1	Anne Frank: The Diary of a Young Girl (A)	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	3	Lights in the Darkness	1	Anne Frank: The Diary of a Young Girl (A)	CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	3	Lights in the Darkness	1	Anne Frank: The Diary of a Young Girl (A)	CCSS.ELA-Literacy.SL.8.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
A	3	Lights in the Darkness	2	Anne Frank: The Diary of a Young Girl (B)	CCSS.ELA-Literacy.L.8.4a	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	3	Lights in the Darkness	2	Anne Frank: The Diary of a Young Girl (B)	CCSS.ELA-Literacy.L.8.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
A	3	Lights in the Darkness	2	Anne Frank: The Diary of a Young Girl (B)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	3	Lights in the Darkness	2	Anne Frank: The Diary of a Young Girl (B)	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	3	Lights in the Darkness	2	Anne Frank: The Diary of a Young Girl (B)	CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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A	3	Lights in the Darkness	2	Anne Frank: The Diary of a Young Girl (B)	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	3	Lights in the Darkness	2	Anne Frank: The Diary of a Young Girl (B)	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
A	3	Lights in the Darkness	3	Anne Frank: The Diary of a Young Girl (C)	CCSS.ELA-Literacy.L.8.4a	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	3	Lights in the Darkness	3	Anne Frank: The Diary of a Young Girl (C)	CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
A	3	Lights in the Darkness	3	Anne Frank: The Diary of a Young Girl (C)	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	3	Lights in the Darkness	3	Anne Frank: The Diary of a Young Girl (C)	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	3	Lights in the Darkness	3	Anne Frank: The Diary of a Young Girl (C)	CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	3	Lights in the Darkness	3	Anne Frank: The Diary of a Young Girl (C)	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	3	Lights in the Darkness	3	Anne Frank: The Diary of a Young Girl (C)	CCSS.ELA-Literacy.W.8.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	3	Lights in the Darkness	4	Anne Frank: The Diary of a Young Girl (D)	CCSS.ELA-Literacy.L.8.4d	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
A	3	Lights in the Darkness	4	Anne Frank: The Diary of a Young Girl (D)	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	3	Lights in the Darkness	4	Anne Frank: The Diary of a Young Girl (D)	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	3	Lights in the Darkness	4	Anne Frank: The Diary of a Young Girl (D)	CCSS.ELA-Literacy.RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

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A	3	Lights in the Darkness	4	Anne Frank: The Diary of a Young Girl (D)	CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	3	Lights in the Darkness	4	Anne Frank: The Diary of a Young Girl (D)	CCSS.ELA-Literacy.W.8.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	3	Lights in the Darkness	5	Anne Frank: The Diary of a Young Girl (E)	CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	3	Lights in the Darkness	5	Anne Frank: The Diary of a Young Girl (E)	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
A	3	Lights in the Darkness	5	Anne Frank: The Diary of a Young Girl (E)	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	3	Lights in the Darkness	5	Anne Frank: The Diary of a Young Girl (E)	CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	3	Lights in the Darkness	6	Anne Frank: The Diary of a Young Girl (F)	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
A	3	Lights in the Darkness	6	Anne Frank: The Diary of a Young Girl (F)	CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
A	3	Lights in the Darkness	6	Anne Frank: The Diary of a Young Girl (F)	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	3	Lights in the Darkness	6	Anne Frank: The Diary of a Young Girl (F)	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	3	Lights in the Darkness	7	Anne Frank: The Diary of a Young Girl (G)	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
A	3	Lights in the Darkness	7	Anne Frank: The Diary of a Young Girl (G)	CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
A	3	Lights in the Darkness	7	Anne Frank: The Diary of a Young Girl (G)	CCSS.ELA-Literacy.SL.8.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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A	3	Lights in the Darkness	7	Anne Frank: The Diary of a Young Girl (G)	CCSS.ELA-Literacy.SL.8.1d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
A	3	Lights in the Darkness	7	Anne Frank: The Diary of a Young Girl (G)	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	3	Lights in the Darkness	7	Anne Frank: The Diary of a Young Girl (G)	CCSS.ELA-Literacy.W.8.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
A	3	Lights in the Darkness	8	Anne Frank: The Diary of a Young Girl (H)	CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
A	3	Lights in the Darkness	8	Anne Frank: The Diary of a Young Girl (H)	CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	3	Lights in the Darkness	8	Anne Frank: The Diary of a Young Girl (H)	CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
A	3	Lights in the Darkness	8	Anne Frank: The Diary of a Young Girl (H)	CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
A	3	Lights in the Darkness	8	Anne Frank: The Diary of a Young Girl (H)	CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	3	Lights in the Darkness	8	Anne Frank: The Diary of a Young Girl (H)	CCSS.ELA-Literacy.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	3	Lights in the Darkness	8	Anne Frank: The Diary of a Young Girl (H)	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	3	Lights in the Darkness	9	Anne Frank: The Diary of a Young Girl (I)	CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	3	Lights in the Darkness	9	Anne Frank: The Diary of a Young Girl (I)	CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	3	Lights in the Darkness	9	Anne Frank: The Diary of a Young Girl (I)	CCSS.ELA-Literacy.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	3	Lights in the Darkness	9	Anne Frank: The Diary of a Young Girl (I)	CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

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A	3	Lights in the Darkness	9	Anne Frank: The Diary of a Young Girl (I)	CCSS.ELA-Literacy.W.8.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	3	Lights in the Darkness	9	Anne Frank: The Diary of a Young Girl (I)	CCSS.ELA-Literacy.W.8.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
A	3	Lights in the Darkness	9	Anne Frank: The Diary of a Young Girl (I)	CCSS.ELA-Literacy.W.8.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Use precise language and domain-specific vocabulary to inform about or explain the topic.
A	3	Lights in the Darkness	9	Anne Frank: The Diary of a Young Girl (I)	CCSS.ELA-Literacy.W.8.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Establish and maintain a formal style.
A	3	Lights in the Darkness	9	Anne Frank: The Diary of a Young Girl (I)	CCSS.ELA-Literacy.W.8.2f	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Provide a concluding statement or section that follows from and supports the information or explanation presented
A	3	Lights in the Darkness	9	Anne Frank: The Diary of a Young Girl (I)	CCSS.ELA-Literacy.W.8.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	3	Lights in the Darkness	10	Anne Frank: The Diary of a Young Girl (J)	CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Lights in the Darkness	10	Anne Frank: The Diary of a Young Girl (J)	CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
A	3	Lights in the Darkness	10	Anne Frank: The Diary of a Young Girl (J)	CCSS.ELA-Literacy.W.8.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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A	3	Lights in the Darkness	10	Anne Frank: The Diary of a Young Girl (J)	CCSS.ELA-Literacy.W.8.2b Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
A	3	Lights in the Darkness	10	Anne Frank: The Diary of a Young Girl (J)	CCSS.ELA-Literacy.W.8.2c Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
A	3	Lights in the Darkness	10	Anne Frank: The Diary of a Young Girl (J)	CCSS.ELA-Literacy.W.8.2d Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Use precise language and domain-specific vocabulary to inform about or explain the topic.
A	3	Lights in the Darkness	10	Anne Frank: The Diary of a Young Girl (J)	CCSS.ELA-Literacy.W.8.2e Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Establish and maintain a formal style.
A	3	Lights in the Darkness	10	Anne Frank: The Diary of a Young Girl (J)	CCSS.ELA-Literacy.W.8.2f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Provide a concluding statement or section that follows from and supports the information or explanation presented
A	3	Lights in the Darkness	10	Anne Frank: The Diary of a Young Girl (J)	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	3	Lights in the Darkness	11	Anne Frank: The Diary of a Young Girl (K)	CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	3	Lights in the Darkness	11	Anne Frank: The Diary of a Young Girl (K)	CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
A	3	Lights in the Darkness	11	Anne Frank: The Diary of a Young Girl (K)	CCSS.ELA-Literacy.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	3	Lights in the Darkness	11	Anne Frank: The Diary of a Young Girl (K)	CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
A	3	Lights in the Darkness	11	Anne Frank: The Diary of a Young Girl (K)	CCSS.ELA-Literacy.SL.8.1c Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

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A	3	Lights in the Darkness	12	Primary Source Documents	CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	3	Lights in the Darkness	12	Primary Source Documents	CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
A	3	Lights in the Darkness	12	Primary Source Documents	CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	3	Lights in the Darkness	12	Primary Source Documents	CCSS.ELA-Literacy.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	3	Lights in the Darkness	13	"The Date of Infamy"	CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	3	Lights in the Darkness	13	"The Date of Infamy"	CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
A	3	Lights in the Darkness	13	"The Date of Infamy"	CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
A	3	Lights in the Darkness	13	"The Date of Infamy"	CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
A	3	Lights in the Darkness	13	"The Date of Infamy"	CCSS.ELA-Literacy.W.8.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	3	Lights in the Darkness	14	"Manzanar ID Booklet" and "Japanese Americans at Manzanar"	CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	3	Lights in the Darkness	14	"Manzanar ID Booklet" and "Japanese Americans at Manzanar"	CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	3	Lights in the Darkness	14	"Manzanar ID Booklet" and "Japanese Americans at Manzanar"	CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
A	3	Lights in the Darkness	14	"Manzanar ID Booklet" and "Japanese Americans at Manzanar"	CCSS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
A	3	Lights in the Darkness	14	"Manzanar ID Booklet" and "Japanese Americans at Manzanar"	CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
A	3	Lights in the Darkness	14	"Manzanar ID Booklet" and "Japanese Americans at Manzanar"	CCSS.ELA-Literacy.W.8.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	3	Lights in the Darkness	15	Webquest (A)	CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	3	Lights in the Darkness	15	Webquest (A)	CCSS.ELA-Literacy.W.8.2d Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Use precise language and domain-specific vocabulary to inform about or explain the topic.

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A	3	Lights in the Darkness	15	Webquest (A)	CCSS.ELA-Literacy.W.8.7	Research to Build and Present Knowledge: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
A	3	Lights in the Darkness	15	Webquest (A)	CCSS.ELA-Literacy.W.8.8	Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
A	3	Lights in the Darkness	15	Webquest (A)	L.5.2a.	Use punctuation to separate items in a series.
A	3	Lights in the Darkness	16	Webquest (B)	CCSS.ELA-Literacy.L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
A	3	Lights in the Darkness	16	Webquest (B)	CCSS.ELA-Literacy.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
A	3	Lights in the Darkness	16	Webquest (B)	CCSS.ELA-Literacy.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
A	3	Lights in the Darkness	16	Webquest (B)	CCSS.ELA-Literacy.W.8.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	3	Lights in the Darkness	16	Webquest (B)	CCSS.ELA-Literacy.W.8.6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
A	3	Lights in the Darkness	17	Lights in the Darkness Unit Review	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	3	Lights in the Darkness	18	Lights in the Darkness Unit Test	Multiple	All assessed standards covered in this unit
A	4	Telling Tales	1	"Rules of the Game" (A)	CCSS.ELA-Literacy.L.8.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words to better understand each of the words.
A	4	Telling Tales	1	"Rules of the Game" (A)	CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	4	Telling Tales	1	"Rules of the Game" (A)	CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	4	Telling Tales	1	"Rules of the Game" (A)	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
A	4	Telling Tales	1	"Rules of the Game" (A)	CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

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A	4	Telling Tales	1	"Rules of the Game" (A)	CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	4	Telling Tales	1	"Rules of the Game" (A)	CCSS.ELA-Literacy.SL.8.1a Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
A	4	Telling Tales	2	"Rules of the Game" (B)	CCSS.ELA-Literacy.L.8.5b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words to better understand each of the words.
A	4	Telling Tales	2	"Rules of the Game" (B)	CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	4	Telling Tales	2	"Rules of the Game" (B)	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
A	4	Telling Tales	2	"Rules of the Game" (B)	CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	4	Telling Tales	3	"Gumption"	CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	4	Telling Tales	3	"Gumption"	CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	4	Telling Tales	3	"Gumption"	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
A	4	Telling Tales	3	"Gumption"	CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
A	4	Telling Tales	3	"Gumption"	CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	4	Telling Tales	4	"To Build a Fire"	CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	4	Telling Tales	4	"To Build a Fire"	CCSS.ELA-Literacy.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	4	Telling Tales	4	"To Build a Fire"	CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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A	4	Telling Tales	4	"To Build a Fire"	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
A	4	Telling Tales	4	"To Build a Fire"	CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
A	4	Telling Tales	4	"To Build a Fire"	CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
A	4	Telling Tales	4	"To Build a Fire"	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	4	Telling Tales	5	Compare Readings: Different Approaches to Fiction	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
A	4	Telling Tales	5	Compare Readings: Different Approaches to Fiction	CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
A	4	Telling Tales	5	Compare Readings: Different Approaches to Fiction	CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
A	4	Telling Tales	5	Compare Readings: Different Approaches to Fiction	CCSS.ELA-Literacy.W.8.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	4	Telling Tales	6	"The Secret Life of Walter Mitty"	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	4	Telling Tales	6	"The Secret Life of Walter Mitty"	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
A	4	Telling Tales	6	"The Secret Life of Walter Mitty"	CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
A	4	Telling Tales	6	"The Secret Life of Walter Mitty"	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	4	Telling Tales	6	"The Secret Life of Walter Mitty"	CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
A	4	Telling Tales	6	"The Secret Life of Walter Mitty"	CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
A	4	Telling Tales	7	"The Piece of String"	CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	4	Telling Tales	7	"The Piece of String"	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.

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A	4	Telling Tales	7	"The Piece of String"	CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
A	4	Telling Tales	7	"The Piece of String"	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	4	Telling Tales	7	"The Piece of String"	CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
A	4	Telling Tales	8	Close Reading: "The Piece of String"	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Telling Tales	8	Close Reading: "The Piece of String"	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
A	4	Telling Tales	8	Close Reading: "The Piece of String"	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Telling Tales	8	Close Reading: "The Piece of String"	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Telling Tales	8	Close Reading: "The Piece of String"	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
A	4	Telling Tales	8	Close Reading: "The Piece of String"	CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
A	4	Telling Tales	8	Close Reading: "The Piece of String"	CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
A	4	Telling Tales	8	Close Reading: "The Piece of String"	CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
A	4	Telling Tales	9	"The Tell-Tale Heart"	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
A	4	Telling Tales	9	"The Tell-Tale Heart"	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
A	4	Telling Tales	9	"The Tell-Tale Heart"	CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
A	4	Telling Tales	9	"The Tell-Tale Heart"	CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
A	4	Telling Tales	9	"The Tell-Tale Heart"	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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A	4	Telling Tales	9	"The Tell-Tale Heart"	CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
A	4	Telling Tales	10	"The Lottery"	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	4	Telling Tales	10	"The Lottery"	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
A	4	Telling Tales	10	"The Lottery"	CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
A	4	Telling Tales	10	"The Lottery"	CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
A	4	Telling Tales	10	"The Lottery"	CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
A	4	Telling Tales	11	Text vs. Video	CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	4	Telling Tales	11	Text vs. Video	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
A	4	Telling Tales	11	Text vs. Video	CCSS.ELA-Literacy.RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
A	4	Telling Tales	11	Text vs. Video	CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	4	Telling Tales	11	Text vs. Video	CCSS.ELA-Literacy.W.8.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	4	Telling Tales	12	"The Lady or the Tiger"	CCSS.ELA-Literacy.L.8.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context.
A	4	Telling Tales	12	"The Lady or the Tiger"	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
A	4	Telling Tales	12	"The Lady or the Tiger"	CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
A	4	Telling Tales	12	"The Lady or the Tiger"	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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A	4	Telling Tales	12	"The Lady or the Tiger"	CCSS.ELA-Literacy.SL.8.1c Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
A	4	Telling Tales	12	"The Lady or the Tiger"	CCSS.ELA-Literacy.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A	4	Telling Tales	12	"The Lady or the Tiger"	CCSS.ELA-Literacy.W.8.3a Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
A	4	Telling Tales	12	"The Lady or the Tiger"	CCSS.ELA-Literacy.W.8.3b Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
A	4	Telling Tales	12	"The Lady or the Tiger"	CCSS.ELA-Literacy.W.8.3c Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
A	4	Telling Tales	12	"The Lady or the Tiger"	CCSS.ELA-Literacy.W.8.3d Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
A	4	Telling Tales	12	"The Lady or the Tiger"	CCSS.ELA-Literacy.W.8.3e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.
A	4	Telling Tales	12	"The Lady or the Tiger"	CCSS.ELA-Literacy.W.8.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	4	Telling Tales	12	"The Lady or the Tiger"	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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A	4	Telling Tales	12	“The Lady or the Tiger” CCSS.ELA-Literacy.W.8.6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
A	4	Telling Tales	13	Model Short Story CCSS.ELA-Literacy.L.8.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the active and passive voice.
A	4	Telling Tales	13	Model Short Story CCSS.ELA-Literacy.L.8.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb voice and mood.
A	4	Telling Tales	13	Model Short Story CCSS.ELA-Literacy.L.8.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
A	4	Telling Tales	13	Model Short Story CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
A	4	Telling Tales	13	Model Short Story CCSS.ELA-Literacy.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A	4	Telling Tales	13	Model Short Story CCSS.ELA-Literacy.W.8.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
A	4	Telling Tales	13	Model Short Story CCSS.ELA-Literacy.W.8.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
A	4	Telling Tales	13	Model Short Story CCSS.ELA-Literacy.W.8.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
A	4	Telling Tales	13	Model Short Story CCSS.ELA-Literacy.W.8.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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A	4	Telling Tales	13	Model Short Story	CCSS.ELA-Literacy.W.8.3e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.
A	4	Telling Tales	13	Model Short Story	CCSS.ELA-Literacy.W.8.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	4	Telling Tales	13	Model Short Story	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	4	Telling Tales	13	Model Short Story	CCSS.ELA-Literacy.W.8.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
A	4	Telling Tales	14	Short Story: Drafting (A)	CCSS.ELA-Literacy.L.8.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the active and passive voice.
A	4	Telling Tales	14	Short Story: Drafting (A)	CCSS.ELA-Literacy.L.8.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
A	4	Telling Tales	14	Short Story: Drafting (A)	CCSS.ELA-Literacy.L.8.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
A	4	Telling Tales	14	Short Story: Drafting (A)	CCSS.ELA-Literacy.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A	4	Telling Tales	14	Short Story: Drafting (A)	CCSS.ELA-Literacy.W.8.3a Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
A	4	Telling Tales	14	Short Story: Drafting (A)	CCSS.ELA-Literacy.W.8.3b Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

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A	4	Telling Tales	14	Short Story: Drafting (A)	CCSS.ELA-Literacy.W.8.3c Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
A	4	Telling Tales	14	Short Story: Drafting (A)	CCSS.ELA-Literacy.W.8.3d Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
A	4	Telling Tales	14	Short Story: Drafting (A)	CCSS.ELA-Literacy.W.8.3e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.
A	4	Telling Tales	14	Short Story: Drafting (A)	CCSS.ELA-Literacy.W.8.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	4	Telling Tales	14	Short Story: Drafting (A)	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	4	Telling Tales	14	Short Story: Drafting (A)	CCSS.ELA-Literacy.W.8.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
A	4	Telling Tales	14	Short Story: Drafting (A)	L.5.1d. Recognize and correct inappropriate shifts in verb tense.
A	4	Telling Tales	15	Short Story: Drafting (B)	CCSS.ELA-Literacy.L.8.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
A	4	Telling Tales	15	Short Story: Drafting (B)	CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	4	Telling Tales	15	Short Story: Drafting (B)	CCSS.ELA-Literacy.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A	4	Telling Tales	15	Short Story: Drafting (B)	CCSS.ELA-Literacy.W.8.3a Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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A	4	Telling Tales	15	Short Story: Drafting (B)	CCSS.ELA-Literacy.W.8.3b Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
A	4	Telling Tales	15	Short Story: Drafting (B)	CCSS.ELA-Literacy.W.8.3c Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
A	4	Telling Tales	15	Short Story: Drafting (B)	CCSS.ELA-Literacy.W.8.3d Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
A	4	Telling Tales	15	Short Story: Drafting (B)	CCSS.ELA-Literacy.W.8.3e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.
A	4	Telling Tales	15	Short Story: Drafting (B)	CCSS.ELA-Literacy.W.8.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	4	Telling Tales	15	Short Story: Drafting (B)	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	4	Telling Tales	15	Short Story: Drafting (B)	CCSS.ELA-Literacy.W.8.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
A	4	Telling Tales	16	Short Story: Revising and Proofreading	CCSS.ELA-Literacy.L.8.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the active and passive voice.
A	4	Telling Tales	16	Short Story: Revising and Proofreading	CCSS.ELA-Literacy.L.8.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
A	4	Telling Tales	16	Short Story: Revising and Proofreading	CCSS.ELA-Literacy.L.8.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or doubt).

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A	4	Telling Tales	16	Short Story: Revising and Proofreading	CCSS.ELA-Literacy.L.8.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words to better understand each of the words.
A	4	Telling Tales	16	Short Story: Revising and Proofreading	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	4	Telling Tales	16	Short Story: Revising and Proofreading	CCSS.ELA-Literacy.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A	4	Telling Tales	16	Short Story: Revising and Proofreading	CCSS.ELA-Literacy.W.8.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
A	4	Telling Tales	16	Short Story: Revising and Proofreading	CCSS.ELA-Literacy.W.8.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
A	4	Telling Tales	16	Short Story: Revising and Proofreading	CCSS.ELA-Literacy.W.8.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
A	4	Telling Tales	16	Short Story: Revising and Proofreading	CCSS.ELA-Literacy.W.8.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
A	4	Telling Tales	16	Short Story: Revising and Proofreading	CCSS.ELA-Literacy.W.8.3e	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.
A	4	Telling Tales	16	Short Story: Revising and Proofreading	CCSS.ELA-Literacy.W.8.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	4	Telling Tales	16	Short Story: Revising and Proofreading	CCSS.ELA-Literacy.W.8.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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A	4	Telling Tales	16	Short Story: Revising and Proofreading	CCSS.ELA-Literacy.W.8.6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
A	4	Telling Tales	17	Telling Tales Unit Review	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
A	4	Telling Tales	18	Telling Tales Unit Test	Multiple	All assessed standards covered in this unit
A	5	Just the Facts	1	"A Step-by-Step Guide to the Scientific Method"	CCSS.ELA-Literacy.L.8.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words to better understand each of the words.
A	5	Just the Facts	1	"A Step-by-Step Guide to the Scientific Method"	CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	5	Just the Facts	1	"A Step-by-Step Guide to the Scientific Method"	CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	5	Just the Facts	1	"A Step-by-Step Guide to the Scientific Method"	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	5	Just the Facts	1	"A Step-by-Step Guide to the Scientific Method"	CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
A	5	Just the Facts	1	"A Step-by-Step Guide to the Scientific Method"	CCSS.ELA-Literacy.SL.8.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
A	5	Just the Facts	1	"A Step-by-Step Guide to the Scientific Method"	CCSS.ELA-Literacy.SL.8.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
A	5	Just the Facts	2	"Experiment: Build a Pizza Box Solar Oven"	CCSS.ELA-Literacy.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
A	5	Just the Facts	2	"Experiment: Build a Pizza Box Solar Oven"	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	5	Just the Facts	2	"Experiment: Build a Pizza Box Solar Oven"	CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
A	5	Just the Facts	2	"Experiment: Build a Pizza Box Solar Oven"	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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A	5	Just the Facts	2	"Experiment: Build a Pizza Box Solar Oven"	CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	5	Just the Facts	3	Model Procedural Essay	CCSS.ELA-Literacy.L.8.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
A	5	Just the Facts	3	Model Procedural Essay	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	5	Just the Facts	3	Model Procedural Essay	CCSS.ELA-Literacy.W.8.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	5	Just the Facts	3	Model Procedural Essay	CCSS.ELA-Literacy.W.8.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	5	Just the Facts	4	Procedural Essay: Planning	CCSS.ELA-Literacy.L.8.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
A	5	Just the Facts	4	Procedural Essay: Planning	CCSS.ELA-Literacy.W.8.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	5	Just the Facts	4	Procedural Essay: Planning	CCSS.ELA-Literacy.W.8.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
A	5	Just the Facts	4	Procedural Essay: Planning	CCSS.ELA-Literacy.W.8.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	5	Just the Facts	4	Procedural Essay: Planning	CCSS.ELA-Literacy.W.8.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	5	Just the Facts	5	Procedural Essay: Drafting	CCSS.ELA-Literacy.L.8.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

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A	5	Just the Facts	5	Procedural Essay: Drafting	CCSS.ELA-Literacy.W.8.2c	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>
A	5	Just the Facts	5	Procedural Essay: Drafting	CCSS.ELA-Literacy.W.8.2d	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
A	5	Just the Facts	5	Procedural Essay: Drafting	CCSS.ELA-Literacy.W.8.2f	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented</p>
A	5	Just the Facts	5	Procedural Essay: Drafting	CCSS.ELA-Literacy.W.8.5	<p>Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
A	5	Just the Facts	6	Procedural Essay: Adding Media	CCSS.ELA-Literacy.L.8.1a	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>
A	5	Just the Facts	6	Procedural Essay: Adding Media	CCSS.ELA-Literacy.W.8.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>
A	5	Just the Facts	6	Procedural Essay: Adding Media	CCSS.ELA-Literacy.W.8.2a	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>
A	5	Just the Facts	6	Procedural Essay: Adding Media	CCSS.ELA-Literacy.W.8.2b	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>
A	5	Just the Facts	6	Procedural Essay: Adding Media	CCSS.ELA-Literacy.W.8.2c	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>

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A	5	Just the Facts	6	Procedural Essay: Adding Media	CCSS.ELA-Literacy.W.8.2f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Provide a concluding statement or section that follows from and supports the information or explanation presented
A	5	Just the Facts	7	Procedural Essay: Revising and Editing	CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	5	Just the Facts	7	Procedural Essay: Revising and Editing	CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	5	Just the Facts	7	Procedural Essay: Revising and Editing	CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	5	Just the Facts	7	Procedural Essay: Revising and Editing	CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
A	5	Just the Facts	7	Procedural Essay: Revising and Editing	CCSS.ELA-Literacy.W.8.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	5	Just the Facts	7	Procedural Essay: Revising and Editing	CCSS.ELA-Literacy.W.8.2b Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
A	5	Just the Facts	7	Procedural Essay: Revising and Editing	CCSS.ELA-Literacy.W.8.2c Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
A	5	Just the Facts	7	Procedural Essay: Revising and Editing	CCSS.ELA-Literacy.W.8.2f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Provide a concluding statement or section that follows from and supports the information or explanation presented
A	5	Just the Facts	7	Procedural Essay: Revising and Editing	CCSS.ELA-Literacy.W.8.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	5	Just the Facts	7	Procedural Essay: Revising and Editing	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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A	5	Just the Facts	7	Procedural Essay: Revising and Editing	CCSS.ELA-Literacy.W.8.6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
A	5	Just the Facts	8	"Let's Eat for the Health of It"	CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	5	Just the Facts	8	"Let's Eat for the Health of It"	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	5	Just the Facts	8	"Let's Eat for the Health of It"	CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
A	5	Just the Facts	8	"Let's Eat for the Health of It"	CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	5	Just the Facts	8	"Let's Eat for the Health of It"	CCSS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
A	5	Just the Facts	8	"Let's Eat for the Health of It"	CCSS.ELA-Literacy.SL.8.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
A	5	Just the Facts	9	"Climate Change in Hawaii and U.S. Tropical Islands"	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	5	Just the Facts	9	"Climate Change in Hawaii and U.S. Tropical Islands"	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	5	Just the Facts	9	"Climate Change in Hawaii and U.S. Tropical Islands"	CCSS.ELA-Literacy.RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
A	5	Just the Facts	9	"Climate Change in Hawaii and U.S. Tropical Islands"	CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
A	5	Just the Facts	10	"Responding to Climate Change"	CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	5	Just the Facts	10	"Responding to Climate Change"	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	5	Just the Facts	10	"Responding to Climate Change"	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	5	Just the Facts	10	"Responding to Climate Change"	CCSS.ELA-Literacy.RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
A	5	Just the Facts	10	"Responding to Climate Change"	CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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A	5	Just the Facts	11	"Guide to Renewable Energy"	CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	5	Just the Facts	11	"Guide to Renewable Energy"	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	5	Just the Facts	11	"Guide to Renewable Energy"	CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
A	5	Just the Facts	11	"Guide to Renewable Energy"	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	5	Just the Facts	12	Create a Brochure	CCSS.ELA-Literacy.L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
A	5	Just the Facts	12	Create a Brochure	CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	5	Just the Facts	12	Create a Brochure	CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
A	5	Just the Facts	12	Create a Brochure	CCSS.ELA-Literacy.W.8.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	5	Just the Facts	12	Create a Brochure	CCSS.ELA-Literacy.W.8.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
A	5	Just the Facts	12	Create a Brochure	CCSS.ELA-Literacy.W.8.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	5	Just the Facts	13	Format a Brochure	CCSS.ELA-Literacy.L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
A	5	Just the Facts	13	Format a Brochure	CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	5	Just the Facts	13	Format a Brochure	CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

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A	5	Just the Facts	13	Format a Brochure	CCSS.ELA-Literacy.W.8.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	5	Just the Facts	14	Revise and Edit a Brochure	CCSS.ELA-Literacy.L.8.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
A	5	Just the Facts	14	Revise and Edit a Brochure	CCSS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	5	Just the Facts	14	Revise and Edit a Brochure	CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
A	5	Just the Facts	14	Revise and Edit a Brochure	CCSS.ELA-Literacy.W.8.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	5	Just the Facts	14	Revise and Edit a Brochure	CCSS.ELA-Literacy.W.8.2b Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
A	5	Just the Facts	14	Revise and Edit a Brochure	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	5	Just the Facts	15	"Freedom of Expression in the United States"	CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	5	Just the Facts	15	"Freedom of Expression in the United States"	CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
A	5	Just the Facts	15	"Freedom of Expression in the United States"	CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
A	5	Just the Facts	15	"Freedom of Expression in the United States"	CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	5	Just the Facts	15	"Freedom of Expression in the United States"	CCSS.ELA-Literacy.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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A	5	Just the Facts	16	Close Reading: "Freedom of Expression in the United States"	CCSS.ELA-Literacy.L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	5	Just the Facts	16	Close Reading: "Freedom of Expression in the United States"	CCSS.ELA-Literacy.L.7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	5	Just the Facts	16	Close Reading: "Freedom of Expression in the United States"	CCSS.ELA-Literacy.L.8.4a	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	5	Just the Facts	16	Close Reading: "Freedom of Expression in the United States"	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
A	5	Just the Facts	16	Close Reading: "Freedom of Expression in the United States"	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	5	Just the Facts	17	Just the Facts Unit Review	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
A	5	Just the Facts	18	Just the Facts Unit Test	Multiple	All assessed standards covered in this unit
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.4.3a	Choose words and phrases to convey ideas precisely.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.8.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.8.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the active and passive voice.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.8.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.8.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb voice and mood.
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.8.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.8.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
A	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	7	Skills Center: Speaking and Listening	1	Speaking	CCSS.ELA-Literacy.L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
A	7	Skills Center: Speaking and Listening	1	Speaking	CCSS.ELA-Literacy.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
A	7	Skills Center: Speaking and Listening	1	Speaking	CCSS.ELA-Literacy.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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A	7	Skills Center: Speaking and Listening	1	Speaking	CCSS.ELA-Literacy.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
A	7	Skills Center: Speaking and Listening	1	Speaking	CCSS.ELA-Literacy.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	7	Skills Center: Speaking and Listening	1	Speaking	CCSS.ELA-Literacy.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
A	7	Skills Center: Speaking and Listening	1	Speaking	CCSS.ELA-Literacy.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	7	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
A	7	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
A	7	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
A	7	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
A	7	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
A	7	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
A	7	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
A	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
A	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
A	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
A	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.W.7.9a	Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

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A	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.W.8.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.L.7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.L.8.4a	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
A	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.L.8.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.L.8.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
A	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.W.7.9a	Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.1d	Establish and maintain a formal style.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

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A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.2e	Establish and maintain a formal style.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.8.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.8.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.8.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Use precise language and domain-specific vocabulary to inform about or explain the topic.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.8.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Establish and maintain a formal style.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.8.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
A	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.8.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.1d Establish and maintain a formal style.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.2e Establish and maintain a formal style.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.9a Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

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A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.7.9b	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.8.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.8.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.8.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.8.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.8.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.8.2f	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Provide a concluding statement or section that follows from and supports the information or explanation presented
A	9	Skills Center: Writing	2	Informative and Explanatory Writing CCSS.ELA-Literacy.W.8.8	Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.8.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
A	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.8.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
A	9	Skills Center: Writing	3	Narrative and Fiction Writing	CCSS.ELA-Literacy.W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
A	9	Skills Center: Writing	3	Narrative and Fiction Writing	CCSS.ELA-Literacy.W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
A	9	Skills Center: Writing	3	Narrative and Fiction Writing	CCSS.ELA-Literacy.W.8.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
A	9	Skills Center: Writing	3	Narrative and Fiction Writing	CCSS.ELA-Literacy.W.8.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
B	1	The Power of Poetry	1	"I dwell in Possibility"	CCSS.ELA-Literacy.L.8.4b	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
B	1	The Power of Poetry	1	"I dwell in Possibility"	CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	1	The Power of Poetry	1	"I dwell in Possibility"	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
B	1	The Power of Poetry	1	"I dwell in Possibility"	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
B	1	The Power of Poetry	1	"I dwell in Possibility"	CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

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B	1	The Power of Poetry	1	"I dwell in Possibility" CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	1	The Power of Poetry	1	"I dwell in Possibility" CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
B	1	The Power of Poetry	1	"I dwell in Possibility" CCSS.ELA-Literacy.SL.8.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
B	1	The Power of Poetry	2	"Ozymandias" CCSS.ELA-Literacy.L.8.4b	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
B	1	The Power of Poetry	2	"Ozymandias" CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
B	1	The Power of Poetry	2	"Ozymandias" CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
B	1	The Power of Poetry	2	"Ozymandias" CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	1	The Power of Poetry	2	"Ozymandias" CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
B	1	The Power of Poetry	2	"Ozymandias" CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
B	1	The Power of Poetry	3	"Do Not Go Gentle into That Good Night" CCSS.ELA-Literacy.L.8.4b	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
B	1	The Power of Poetry	3	"Do Not Go Gentle into That Good Night" CCSS.ELA-Literacy.L.8.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context.
B	1	The Power of Poetry	3	"Do Not Go Gentle into That Good Night" CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
B	1	The Power of Poetry	3	"Do Not Go Gentle into That Good Night" CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

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B	1	The Power of Poetry	3	"Do Not Go Gentle into That Good Night"	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	1	The Power of Poetry	4	"The Charge of the Light Brigade"	CCSS.ELA-Literacy.L.8.4b	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
B	1	The Power of Poetry	4	"The Charge of the Light Brigade"	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
B	1	The Power of Poetry	4	"The Charge of the Light Brigade"	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
B	1	The Power of Poetry	4	"The Charge of the Light Brigade"	CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
B	1	The Power of Poetry	4	"The Charge of the Light Brigade"	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	1	The Power of Poetry	5	"The Battle of Blenheim" & "War is Kind"	CCSS.ELA-Literacy.L.8.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context.
B	1	The Power of Poetry	5	"The Battle of Blenheim" & "War is Kind"	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
B	1	The Power of Poetry	5	"The Battle of Blenheim" & "War is Kind"	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
B	1	The Power of Poetry	5	"The Battle of Blenheim" & "War is Kind"	CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
B	1	The Power of Poetry	5	"The Battle of Blenheim" & "War is Kind"	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	1	The Power of Poetry	5	"The Battle of Blenheim" & "War is Kind"	CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
B	1	The Power of Poetry	6	Compare Texts	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
B	1	The Power of Poetry	6	Compare Texts	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
B	1	The Power of Poetry	6	Compare Texts	CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

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B	1	The Power of Poetry	6	Compare Texts	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	1	The Power of Poetry	6	Compare Texts	CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
B	1	The Power of Poetry	6	Compare Texts	CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
B	1	The Power of Poetry	6	Compare Texts	CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	1	The Power of Poetry	7	"The Raven" (A)	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	1	The Power of Poetry	7	"The Raven" (A)	CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
B	1	The Power of Poetry	7	"The Raven" (A)	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	1	The Power of Poetry	7	"The Raven" (A)	CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
B	1	The Power of Poetry	8	"The Raven" (B)	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	1	The Power of Poetry	8	"The Raven" (B)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	The Power of Poetry	8	"The Raven" (B)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	The Power of Poetry	8	"The Raven" (B)	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	1	The Power of Poetry	8	"The Raven" (B)	CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
B	1	The Power of Poetry	8	"The Raven" (B)	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	1	The Power of Poetry	8	"The Raven" (B)	CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
B	1	The Power of Poetry	9	"The Raven" (C)	CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	The Power of Poetry	9	"The Raven" (C)	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.

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B	1	The Power of Poetry	9	"The Raven" (C)	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	The Power of Poetry	9	"The Raven" (C)	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	1	The Power of Poetry	9	"The Raven" (C)	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	1	The Power of Poetry	10	"The Song of Wandering Aengus"	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	1	The Power of Poetry	10	"The Song of Wandering Aengus"	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	1	The Power of Poetry	10	"The Song of Wandering Aengus"	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	1	The Power of Poetry	10	"The Song of Wandering Aengus"	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	1	The Power of Poetry	10	"The Song of Wandering Aengus"	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	1	The Power of Poetry	10	"The Song of Wandering Aengus"	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	1	The Power of Poetry	11	A Narrative Poem	CCSS.ELA-Literacy.L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
B	1	The Power of Poetry	11	A Narrative Poem	CCSS.ELA-Literacy.L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
B	1	The Power of Poetry	11	A Narrative Poem	CCSS.ELA-Literacy.L.8.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
B	1	The Power of Poetry	11	A Narrative Poem	CCSS.ELA-Literacy.L.8.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
B	1	The Power of Poetry	11	A Narrative Poem	CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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B	1	The Power of Poetry	11	A Narrative Poem	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	1	The Power of Poetry	11	A Narrative Poem	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	1	The Power of Poetry	11	A Narrative Poem	CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	1	The Power of Poetry	11	A Narrative Poem	CCSS.ELA-Literacy.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
B	1	The Power of Poetry	11	A Narrative Poem	CCSS.ELA-Literacy.W.8.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B	1	The Power of Poetry	11	A Narrative Poem	CCSS.ELA-Literacy.W.8.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
B	1	The Power of Poetry	12	Model Literary Essay About a Poem	CCSS.ELA-Literacy.L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
B	1	The Power of Poetry	12	Model Literary Essay About a Poem	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	1	The Power of Poetry	12	Model Literary Essay About a Poem	CCSS.ELA-Literacy.SL.8.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B	1	The Power of Poetry	12	Model Literary Essay About a Poem	CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
B	1	The Power of Poetry	12	Model Literary Essay About a Poem	CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	1	The Power of Poetry	12	Model Literary Essay About a Poem	CCSS.ELA-Literacy.W.8.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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B	1	The Power of Poetry	12	Model Literary Essay About a Poem	CCSS.ELA-Literacy.W.8.1c Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
B	1	The Power of Poetry	12	Model Literary Essay About a Poem	CCSS.ELA-Literacy.W.8.1d Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	1	The Power of Poetry	12	Model Literary Essay About a Poem	CCSS.ELA-Literacy.W.8.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	1	The Power of Poetry	13	Literary Essay: Planning	CCSS.ELA-Literacy.L.8.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
B	1	The Power of Poetry	13	Literary Essay: Planning	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	1	The Power of Poetry	13	Literary Essay: Planning	CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
B	1	The Power of Poetry	13	Literary Essay: Planning	CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
B	1	The Power of Poetry	13	Literary Essay: Planning	CCSS.ELA-Literacy.W.8.1b Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
B	1	The Power of Poetry	13	Literary Essay: Planning	CCSS.ELA-Literacy.W.8.1c Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
B	1	The Power of Poetry	13	Literary Essay: Planning	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	1	The Power of Poetry	14	Literary Essay: Drafting	CCSS.ELA-Literacy.L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
B	1	The Power of Poetry	14	Literary Essay: Drafting	CCSS.ELA-Literacy.L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
B	1	The Power of Poetry	14	Literary Essay: Drafting	CCSS.ELA-Literacy.L.8.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
B	1	The Power of Poetry	14	Literary Essay: Drafting	CCSS.ELA-Literacy.L.8.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an ellipsis to indicate an omission.

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B	1	The Power of Poetry	14	Literary Essay: Drafting	CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
B	1	The Power of Poetry	14	Literary Essay: Drafting	CCSS.ELA-Literacy.W.8.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
B	1	The Power of Poetry	14	Literary Essay: Drafting	CCSS.ELA-Literacy.W.8.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
B	1	The Power of Poetry	14	Literary Essay: Drafting	CCSS.ELA-Literacy.W.8.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	1	The Power of Poetry	14	Literary Essay: Drafting	CCSS.ELA-Literacy.W.8.8	Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	1	The Power of Poetry	14	Literary Essay: Drafting	L.4.3.b	Choose punctuation for effect.
B	1	The Power of Poetry	14	Literary Essay: Drafting	L.5.2a.	Use punctuation to separate items in a series.
B	1	The Power of Poetry	15	Literary Essay: Finish Drafting	CCSS.ELA-Literacy.W.7.1d	Establish and maintain a formal style.
B	1	The Power of Poetry	15	Literary Essay: Finish Drafting	CCSS.ELA-Literacy.W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
B	1	The Power of Poetry	15	Literary Essay: Finish Drafting	CCSS.ELA-Literacy.W.7.2e	Establish and maintain a formal style.
B	1	The Power of Poetry	15	Literary Essay: Finish Drafting	CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
B	1	The Power of Poetry	15	Literary Essay: Finish Drafting	CCSS.ELA-Literacy.W.8.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
B	1	The Power of Poetry	15	Literary Essay: Finish Drafting	CCSS.ELA-Literacy.W.8.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
B	1	The Power of Poetry	15	Literary Essay: Finish Drafting	CCSS.ELA-Literacy.W.8.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	1	The Power of Poetry	15	Literary Essay: Finish Drafting	CCSS.ELA-Literacy.W.8.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Use precise language and domain-specific vocabulary to inform about or explain the topic.

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B	1	The Power of Poetry	15	Literary Essay: Finish Drafting	CCSS.ELA-Literacy.W.8.2e Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Establish and maintain a formal style.
B	1	The Power of Poetry	15	Literary Essay: Finish Drafting	CCSS.ELA-Literacy.W.8.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	1	The Power of Poetry	15	Literary Essay: Finish Drafting	L.6.3b. Maintain consistency in style and tone
B	1	The Power of Poetry	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
B	1	The Power of Poetry	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	1	The Power of Poetry	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
B	1	The Power of Poetry	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.8.1b Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
B	1	The Power of Poetry	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.8.1c Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
B	1	The Power of Poetry	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.8.1d Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	1	The Power of Poetry	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.8.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	1	The Power of Poetry	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	1	The Power of Poetry	16	Literary Essay: Revising and Proofreading	L.4.3.b Choose punctuation for effect.
B	1	The Power of Poetry	17	The Power of Poetry Unit Review	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
B	1	The Power of Poetry	18	The Power of Poetry Unit Test	Multiple All assessed standards covered in this unit
B	2	Persistence and Persuasion	1	"Dream Jobs: Investigative Reporter"	CCSS.ELA-Literacy.L.8.5b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words to better understand each of the words.
B	2	Persistence and Persuasion	1	"Dream Jobs: Investigative Reporter"	CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

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B	2	Persistence and Persuasion	1	"Dream Jobs: Investigative Reporter"	CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
B	2	Persistence and Persuasion	1	"Dream Jobs: Investigative Reporter"	CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
B	2	Persistence and Persuasion	1	"Dream Jobs: Investigative Reporter"	CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	2	Persistence and Persuasion	1	"Dream Jobs: Investigative Reporter"	CCSS.ELA-Literacy.W.8.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
B	2	Persistence and Persuasion	1	"Dream Jobs: Investigative Reporter"	CCSS.ELA-Literacy.W.8.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
B	2	Persistence and Persuasion	1	"Dream Jobs: Investigative Reporter"	CCSS.ELA-Literacy.W.8.1e	Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	2	Persistence and Persuasion	1	"Dream Jobs: Investigative Reporter"	CCSS.ELA-Literacy.W.8.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	2	Persistence and Persuasion	2	Two Articles on Famine	CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
B	2	Persistence and Persuasion	2	Two Articles on Famine	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
B	2	Persistence and Persuasion	2	Two Articles on Famine	CCSS.ELA-Literacy.RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
B	2	Persistence and Persuasion	2	Two Articles on Famine	CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
B	2	Persistence and Persuasion	3	Persuasive Media (A)	CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
B	2	Persistence and Persuasion	3	Persuasive Media (A)	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
B	2	Persistence and Persuasion	3	Persuasive Media (A)	CCSS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
B	2	Persistence and Persuasion	3	Persuasive Media (A)	CCSS.ELA-Literacy.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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B	2	Persistence and Persuasion	4	Persuasive Media (B) CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
B	2	Persistence and Persuasion	4	Persuasive Media (B) CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
B	2	Persistence and Persuasion	4	Persuasive Media (B) CCSS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
B	2	Persistence and Persuasion	4	Persuasive Media (B) CCSS.ELA-Literacy.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
B	2	Persistence and Persuasion	5	Incorporate Media CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
B	2	Persistence and Persuasion	5	Incorporate Media CCSS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
B	2	Persistence and Persuasion	5	Incorporate Media CCSS.ELA-Literacy.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
B	2	Persistence and Persuasion	5	Incorporate Media CCSS.ELA-Literacy.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
B	2	Persistence and Persuasion	5	Incorporate Media CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
B	2	Persistence and Persuasion	5	Incorporate Media CCSS.ELA-Literacy.W.7.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	2	Persistence and Persuasion	5	Incorporate Media CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	2	Persistence and Persuasion	5	Incorporate Media CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
B	2	Persistence and Persuasion	5	Incorporate Media CCSS.ELA-Literacy.W.8.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	2	Persistence and Persuasion	5	Incorporate Media CCSS.ELA-Literacy.W.8.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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B	2	Persistence and Persuasion	5	Incorporate Media	CCSS.ELA-Literacy.W.8.6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
B	2	Persistence and Persuasion	6	Opening Statements from John F. Kennedy and Richard M. Nixon First Televised Debate	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	2	Persistence and Persuasion	6	Opening Statements from John F. Kennedy and Richard M. Nixon First Televised Debate	CCSS.ELA-Literacy.RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
B	2	Persistence and Persuasion	6	Opening Statements from John F. Kennedy and Richard M. Nixon First Televised Debate	CCSS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
B	2	Persistence and Persuasion	6	Opening Statements from John F. Kennedy and Richard M. Nixon First Televised Debate	CCSS.ELA-Literacy.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
B	2	Persistence and Persuasion	6	Opening Statements from John F. Kennedy and Richard M. Nixon First Televised Debate	CCSS.ELA-Literacy.RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
B	2	Persistence and Persuasion	7	President Franklin D. Roosevelt's Address to Congress Requesting a Declaration of War	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	2	Persistence and Persuasion	7	President Franklin D. Roosevelt's Address to Congress Requesting a Declaration of War	CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
B	2	Persistence and Persuasion	7	President Franklin D. Roosevelt's Address to Congress Requesting a Declaration of War	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	2	Persistence and Persuasion	7	President Franklin D. Roosevelt's Address to Congress Requesting a Declaration of War	CCSS.ELA-Literacy.RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
B	2	Persistence and Persuasion	8	Model Argument Essay	CCSS.ELA-Literacy.L.8.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
B	2	Persistence and Persuasion	8	Model Argument Essay	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	2	Persistence and Persuasion	8	Model Argument Essay	CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
B	2	Persistence and Persuasion	8	Model Argument Essay	CCSS.ELA-Literacy.W.8.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
B	2	Persistence and Persuasion	8	Model Argument Essay	CCSS.ELA-Literacy.W.8.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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B	2	Persistence and Persuasion	8	Model Argument Essay	CCSS.ELA-Literacy.W.8.1c Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
B	2	Persistence and Persuasion	8	Model Argument Essay	CCSS.ELA-Literacy.W.8.1e Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	2	Persistence and Persuasion	8	Model Argument Essay	CCSS.ELA-Literacy.W.8.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	2	Persistence and Persuasion	9	Argument Essay: Choosing a Topic	CCSS.ELA-Literacy.L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.
B	2	Persistence and Persuasion	9	Argument Essay: Choosing a Topic	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	2	Persistence and Persuasion	9	Argument Essay: Choosing a Topic	CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
B	2	Persistence and Persuasion	9	Argument Essay: Choosing a Topic	CCSS.ELA-Literacy.W.8.1a Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
B	2	Persistence and Persuasion	9	Argument Essay: Choosing a Topic	CCSS.ELA-Literacy.W.8.1b Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
B	2	Persistence and Persuasion	9	Argument Essay: Choosing a Topic	CCSS.ELA-Literacy.W.8.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	2	Persistence and Persuasion	9	Argument Essay: Choosing a Topic	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	2	Persistence and Persuasion	9	Argument Essay: Choosing a Topic	CCSS.ELA-Literacy.W.8.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
B	2	Persistence and Persuasion	9	Argument Essay: Choosing a Topic	CCSS.ELA-Literacy.W.8.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	2	Persistence and Persuasion	10	Argument Essay: Conducting Research	CCSS.ELA-Literacy.L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.
B	2	Persistence and Persuasion	10	Argument Essay: Conducting Research	CCSS.ELA-Literacy.L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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B	2	Persistence and Persuasion	10	Argument Essay: Conducting Research	CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
B	2	Persistence and Persuasion	10	Argument Essay: Conducting Research	CCSS.ELA-Literacy.W.8.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
B	2	Persistence and Persuasion	10	Argument Essay: Conducting Research	CCSS.ELA-Literacy.W.8.7	Research to Build and Present Knowledge: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
B	2	Persistence and Persuasion	10	Argument Essay: Conducting Research	CCSS.ELA-Literacy.W.8.8	Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	2	Persistence and Persuasion	11	Argument Essay: Interviewing an Expert	CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
B	2	Persistence and Persuasion	11	Argument Essay: Interviewing an Expert	CCSS.ELA-Literacy.W.8.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
B	2	Persistence and Persuasion	11	Argument Essay: Interviewing an Expert	CCSS.ELA-Literacy.W.8.7	Research to Build and Present Knowledge: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
B	2	Persistence and Persuasion	11	Argument Essay: Interviewing an Expert	CCSS.ELA-Literacy.W.8.8	Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	2	Persistence and Persuasion	12	Argument Essay: Rhetorical and Logical Fallacies	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	2	Persistence and Persuasion	12	Argument Essay: Rhetorical and Logical Fallacies	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	2	Persistence and Persuasion	12	Argument Essay: Rhetorical and Logical Fallacies	CCSS.ELA-Literacy.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
B	2	Persistence and Persuasion	12	Argument Essay: Rhetorical and Logical Fallacies	CCSS.ELA-Literacy.SL.8.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
B	2	Persistence and Persuasion	12	Argument Essay: Rhetorical and Logical Fallacies	CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.

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B	2	Persistence and Persuasion	12	Argument Essay: Rhetorical and Logical Fallacies	CCSS.ELA-Literacy.W.8.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
B	2	Persistence and Persuasion	12	Argument Essay: Rhetorical and Logical Fallacies	CCSS.ELA-Literacy.W.8.8	Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	2	Persistence and Persuasion	13	Argument Essay: Planning	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	2	Persistence and Persuasion	13	Argument Essay: Planning	CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
B	2	Persistence and Persuasion	13	Argument Essay: Planning	CCSS.ELA-Literacy.W.8.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
B	2	Persistence and Persuasion	13	Argument Essay: Planning	CCSS.ELA-Literacy.W.8.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
B	2	Persistence and Persuasion	13	Argument Essay: Planning	CCSS.ELA-Literacy.W.8.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	2	Persistence and Persuasion	13	Argument Essay: Planning	CCSS.ELA-Literacy.W.8.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	2	Persistence and Persuasion	13	Argument Essay: Planning	CCSS.ELA-Literacy.W.8.6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
B	2	Persistence and Persuasion	13	Argument Essay: Planning	CCSS.ELA-Literacy.W.8.7	Research to Build and Present Knowledge: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
B	2	Persistence and Persuasion	14	Argument Essay: Drafting	CCSS.ELA-Literacy.W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
B	2	Persistence and Persuasion	14	Argument Essay: Drafting	CCSS.ELA-Literacy.W.7.1d	Establish and maintain a formal style.
B	2	Persistence and Persuasion	14	Argument Essay: Drafting	CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.

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B	2	Persistence and Persuasion	14	Argument Essay: Drafting	CCSS.ELA-Literacy.W.8.1a Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
B	2	Persistence and Persuasion	14	Argument Essay: Drafting	CCSS.ELA-Literacy.W.8.1c Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
B	2	Persistence and Persuasion	14	Argument Essay: Drafting	CCSS.ELA-Literacy.W.8.1d Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	2	Persistence and Persuasion	14	Argument Essay: Drafting	CCSS.ELA-Literacy.W.8.1e Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	2	Persistence and Persuasion	14	Argument Essay: Drafting	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	2	Persistence and Persuasion	14	Argument Essay: Drafting	CCSS.ELA-Literacy.W.8.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	2	Persistence and Persuasion	15	Argument Essay: Revising and Proofreading	CCSS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	2	Persistence and Persuasion	15	Argument Essay: Revising and Proofreading	CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
B	2	Persistence and Persuasion	15	Argument Essay: Revising and Proofreading	CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	2	Persistence and Persuasion	15	Argument Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	2	Persistence and Persuasion	15	Argument Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	2	Persistence and Persuasion	15	Argument Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
B	2	Persistence and Persuasion	15	Argument Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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B	2	Persistence and Persuasion	15	Argument Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.8.6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
B	2	Persistence and Persuasion	16	Deliver a Presentation	CCSS.ELA-Literacy.L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
B	2	Persistence and Persuasion	16	Deliver a Presentation	CCSS.ELA-Literacy.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
B	2	Persistence and Persuasion	16	Deliver a Presentation	CCSS.ELA-Literacy.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	2	Persistence and Persuasion	16	Deliver a Presentation	CCSS.ELA-Literacy.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
B	2	Persistence and Persuasion	16	Deliver a Presentation	CCSS.ELA-Literacy.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	2	Persistence and Persuasion	16	Deliver a Presentation	CCSS.ELA-Literacy.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
B	2	Persistence and Persuasion	16	Deliver a Presentation	CCSS.ELA-Literacy.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
B	2	Persistence and Persuasion	16	Deliver a Presentation	CCSS.ELA-Literacy.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	2	Persistence and Persuasion	16	Deliver a Presentation	CCSS.ELA-Literacy.W.8.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	2	Persistence and Persuasion	17	Persistence and Persuasion Unit Review	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
B	2	Persistence and Persuasion	18	Persistence and Persuasion Unit Test	Multiple	All assessed standards covered in this unit
B	3	Dive Deep into Literature	1	Lord of the Flies (A)	CCSS.ELA-Literacy.L.8.4a	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	3	Dive Deep into Literature	1	Lord of the Flies (A)	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
B	3	Dive Deep into Literature	1	Lord of the Flies (A)	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

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B	3	Dive Deep into Literature	1	Lord of the Flies (A)	CCSS.ELA-Literacy.SL.8.1d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
B	3	Dive Deep into Literature	2	Lord of the Flies (B)	CCSS.ELA-Literacy.L.8.4a Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	3	Dive Deep into Literature	2	Lord of the Flies (B)	CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	3	Dive Deep into Literature	2	Lord of the Flies (B)	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	3	Dive Deep into Literature	2	Lord of the Flies (B)	CCSS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
B	3	Dive Deep into Literature	2	Lord of the Flies (B)	CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	3	Dive Deep into Literature	3	Lord of the Flies (C)	CCSS.ELA-Literacy.L.8.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context.
B	3	Dive Deep into Literature	3	Lord of the Flies (C)	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	3	Dive Deep into Literature	3	Lord of the Flies (C)	CCSS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
B	3	Dive Deep into Literature	3	Lord of the Flies (C)	CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	3	Dive Deep into Literature	4	Lord of the Flies (D)	CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	3	Dive Deep into Literature	4	Lord of the Flies (D)	CCSS.ELA-Literacy.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	3	Dive Deep into Literature	4	Lord of the Flies (D)	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.

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B	3	Dive Deep into Literature	4	Lord of the Flies (D)	CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
B	3	Dive Deep into Literature	4	Lord of the Flies (D)	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	3	Dive Deep into Literature	5	Lord of the Flies (E)	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	3	Dive Deep into Literature	5	Lord of the Flies (E)	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	3	Dive Deep into Literature	5	Lord of the Flies (E)	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	3	Dive Deep into Literature	5	Lord of the Flies (E)	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	3	Dive Deep into Literature	5	Lord of the Flies (E)	CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
B	3	Dive Deep into Literature	5	Lord of the Flies (E)	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	3	Dive Deep into Literature	6	Lord of the Flies (F)	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	3	Dive Deep into Literature	6	Lord of the Flies (F)	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	3	Dive Deep into Literature	6	Lord of the Flies (F)	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	3	Dive Deep into Literature	7	Lord of the Flies (G)	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	3	Dive Deep into Literature	7	Lord of the Flies (G)	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	3	Dive Deep into Literature	7	Lord of the Flies (G)	CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
B	3	Dive Deep into Literature	7	Lord of the Flies (G)	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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B	3	Dive Deep into Literature	7	Lord of the Flies (G)	CCSS.ELA-Literacy.SL.8.1a Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B	3	Dive Deep into Literature	7	Lord of the Flies (G)	CCSS.ELA-Literacy.SL.8.1d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
B	3	Dive Deep into Literature	8	Lord of the Flies (H)	CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
B	3	Dive Deep into Literature	8	Lord of the Flies (H)	CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	3	Dive Deep into Literature	8	Lord of the Flies (H)	CCSS.ELA-Literacy.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	3	Dive Deep into Literature	8	Lord of the Flies (H)	CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
B	3	Dive Deep into Literature	8	Lord of the Flies (H)	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	3	Dive Deep into Literature	8	Lord of the Flies (H)	CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
B	3	Dive Deep into Literature	8	Lord of the Flies (H)	CCSS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
B	3	Dive Deep into Literature	8	Lord of the Flies (H)	CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	3	Dive Deep into Literature	9	Lord of the Flies (I)	CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
B	3	Dive Deep into Literature	9	Lord of the Flies (I)	CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	3	Dive Deep into Literature	9	Lord of the Flies (I)	CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
B	3	Dive Deep into Literature	9	Lord of the Flies (I)	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.

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B	3	Dive Deep into Literature	10	Model Literary Essay	CCSS.ELA-Literacy.L.4.1g	Correctly use frequently confused words (e.g., to/too/two; there/their).
B	3	Dive Deep into Literature	10	Model Literary Essay	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	3	Dive Deep into Literature	10	Model Literary Essay	CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	3	Dive Deep into Literature	10	Model Literary Essay	CCSS.ELA-Literacy.W.8.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	3	Dive Deep into Literature	10	Model Literary Essay	CCSS.ELA-Literacy.W.8.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
B	3	Dive Deep into Literature	11	Literary Essay: Strategies	CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
B	3	Dive Deep into Literature	11	Literary Essay: Strategies	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	3	Dive Deep into Literature	11	Literary Essay: Strategies	CCSS.ELA-Literacy.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
B	3	Dive Deep into Literature	11	Literary Essay: Strategies	CCSS.ELA-Literacy.W.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
B	3	Dive Deep into Literature	11	Literary Essay: Strategies	CCSS.ELA-Literacy.W.7.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
B	3	Dive Deep into Literature	11	Literary Essay: Strategies	CCSS.ELA-Literacy.W.7.1d	Establish and maintain a formal style.
B	3	Dive Deep into Literature	11	Literary Essay: Strategies	CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	3	Dive Deep into Literature	11	Literary Essay: Strategies	CCSS.ELA-Literacy.W.7.9a	Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
B	3	Dive Deep into Literature	11	Literary Essay: Strategies	CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
B	3	Dive Deep into Literature	11	Literary Essay: Strategies	CCSS.ELA-Literacy.W.8.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
B	3	Dive Deep into Literature	11	Literary Essay: Strategies	CCSS.ELA-Literacy.W.8.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

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B	3	Dive Deep into Literature	11	Literary Essay: Strategies	CCSS.ELA-Literacy.W.8.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	3	Dive Deep into Literature	11	Literary Essay: Strategies	CCSS.ELA-Literacy.W.8.8	Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	3	Dive Deep into Literature	11	Literary Essay: Strategies	CCSS.ELA-Literacy.W.8.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
B	3	Dive Deep into Literature	12	Literary Essay: Character Study	CCSS.ELA-Literacy.L.4.1g	Correctly use frequently confused words (e.g., to/too/two; there/their).
B	3	Dive Deep into Literature	12	Literary Essay: Character Study	CCSS.ELA-Literacy.L.8.4a	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	3	Dive Deep into Literature	12	Literary Essay: Character Study	CCSS.ELA-Literacy.W.8.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	3	Dive Deep into Literature	12	Literary Essay: Character Study	CCSS.ELA-Literacy.W.8.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
B	3	Dive Deep into Literature	13	Literary Essay: First Steps	CCSS.ELA-Literacy.L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
B	3	Dive Deep into Literature	13	Literary Essay: First Steps	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	3	Dive Deep into Literature	13	Literary Essay: First Steps	CCSS.ELA-Literacy.SL.8.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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B	3	Dive Deep into Literature	13	Literary Essay: First Steps	CCSS.ELA-Literacy.SL.8.1b Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
B	3	Dive Deep into Literature	13	Literary Essay: First Steps	CCSS.ELA-Literacy.SL.8.1c Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
B	3	Dive Deep into Literature	13	Literary Essay: First Steps	CCSS.ELA-Literacy.W.8.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	3	Dive Deep into Literature	13	Literary Essay: First Steps	CCSS.ELA-Literacy.W.8.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
B	3	Dive Deep into Literature	14	Literary Essay: Prewriting and Drafting	CCSS.ELA-Literacy.L.4.3a Choose words and phrases to convey ideas precisely.
B	3	Dive Deep into Literature	14	Literary Essay: Prewriting and Drafting	CCSS.ELA-Literacy.L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
B	3	Dive Deep into Literature	14	Literary Essay: Prewriting and Drafting	CCSS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	3	Dive Deep into Literature	14	Literary Essay: Prewriting and Drafting	CCSS.ELA-Literacy.W.8.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	3	Dive Deep into Literature	14	Literary Essay: Prewriting and Drafting	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	3	Dive Deep into Literature	14	Literary Essay: Prewriting and Drafting	CCSS.ELA-Literacy.W.8.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
B	3	Dive Deep into Literature	14	Literary Essay: Prewriting and Drafting	L.6.3b. Maintain consistency in style and tone

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B	3	Dive Deep into Literature	15	Literary Essay: Conclusion	CCSS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	3	Dive Deep into Literature	15	Literary Essay: Conclusion	CCSS.ELA-Literacy.W.7.2e Establish and maintain a formal style.
B	3	Dive Deep into Literature	15	Literary Essay: Conclusion	CCSS.ELA-Literacy.W.8.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
B	3	Dive Deep into Literature	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.8.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	3	Dive Deep into Literature	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	3	Dive Deep into Literature	16	Literary Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.8.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
B	3	Dive Deep into Literature	17	Dive Deep into Literature Unit Review	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	3	Dive Deep into Literature	18	Dive Deep into Literature Unit Test	Multiple All assessed standards covered in this unit
B	4	Enduring Truths	1	Antigone (A)	CCSS.ELA-Literacy.L.8.4b Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
B	4	Enduring Truths	1	Antigone (A)	CCSS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	4	Enduring Truths	1	Antigone (A)	CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	4	Enduring Truths	1	Antigone (A)	CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	4	Enduring Truths	1	Antigone (A)	CCSS.ELA-Literacy.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
B	4	Enduring Truths	1	Antigone (A)	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.

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B	4	Enduring Truths	1	Antigone (A)	CCSS.ELA-Literacy.SL.8.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
B	4	Enduring Truths	1	Antigone (A)	CCSS.ELA-Literacy.SL.8.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
B	4	Enduring Truths	2	Antigone (B)	CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
B	4	Enduring Truths	2	Antigone (B)	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	4	Enduring Truths	2	Antigone (B)	CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
B	4	Enduring Truths	2	Antigone (B)	CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
B	4	Enduring Truths	2	Antigone (B)	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	4	Enduring Truths	3	Antigone (C)	CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
B	4	Enduring Truths	3	Antigone (C)	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	4	Enduring Truths	3	Antigone (C)	CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
B	4	Enduring Truths	3	Antigone (C)	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	4	Enduring Truths	3	Antigone (C)	CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
B	4	Enduring Truths	4	Antigone (D)	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	4	Enduring Truths	4	Antigone (D)	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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B	4	Enduring Truths	4	Antigone (B) CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	4	Enduring Truths	4	Antigone (D) CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
B	4	Enduring Truths	4	Antigone (D) CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
B	4	Enduring Truths	5	Antigone (E) CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	4	Enduring Truths	5	Antigone (E) CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
B	4	Enduring Truths	5	Antigone (E) CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	4	Enduring Truths	6	Antigone (F) CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	4	Enduring Truths	6	Antigone (F) CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	4	Enduring Truths	6	Antigone (F) CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	4	Enduring Truths	6	Antigone (F) CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
B	4	Enduring Truths	6	Antigone (F) CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
B	4	Enduring Truths	6	Antigone (F) CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	4	Enduring Truths	6	Antigone (F) CCSS.ELA-Literacy.SL.8.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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B	4	Enduring Truths	6	Antigone (F)	CCSS.ELA-Literacy.SL.8.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
B	4	Enduring Truths	7	"Who Was the Most Powerful Woman in Ancient History?"	CCSS.ELA-Literacy.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
B	4	Enduring Truths	7	"Who Was the Most Powerful Woman in Ancient History?"	CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
B	4	Enduring Truths	7	"Who Was the Most Powerful Woman in Ancient History?"	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	4	Enduring Truths	7	"Who Was the Most Powerful Woman in Ancient History?"	CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
B	4	Enduring Truths	7	"Who Was the Most Powerful Woman in Ancient History?"	CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
B	4	Enduring Truths	8	"The Game"	CCSS.ELA-Literacy.L.8.4a	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	4	Enduring Truths	8	"The Game"	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	4	Enduring Truths	8	"The Game"	CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
B	4	Enduring Truths	8	"The Game"	CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
B	4	Enduring Truths	8	"The Game"	CCSS.ELA-Literacy.W.8.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
B	4	Enduring Truths	9	Model Research Report	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	4	Enduring Truths	9	Model Research Report	CCSS.ELA-Literacy.W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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B	4	Enduring Truths	9	Model Research Report	CCSS.ELA-Literacy.W.7.9b Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
B	4	Enduring Truths	9	Model Research Report	CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
B	4	Enduring Truths	9	Model Research Report	CCSS.ELA-Literacy.W.8.2b Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
B	4	Enduring Truths	9	Model Research Report	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	4	Enduring Truths	9	Model Research Report	CCSS.ELA-Literacy.W.8.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
B	4	Enduring Truths	9	Model Research Report	CCSS.ELA-Literacy.W.8.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
B	4	Enduring Truths	10	Research Report: Sources	CCSS.ELA-Literacy.W.8.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
B	4	Enduring Truths	10	Research Report: Sources	CCSS.ELA-Literacy.W.8.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	4	Enduring Truths	11	Research Report: Gathering Information	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	4	Enduring Truths	11	Research Report: Gathering Information	CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	4	Enduring Truths	11	Research Report: Gathering Information	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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B	4	Enduring Truths	11	Research Report: Gathering Information	CCSS.ELA-Literacy.W.8.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	4	Enduring Truths	12	Research Report: Planning	CCSS.ELA-Literacy.L.3.1f Ensure subject-verb and pronoun-antecedent agreement.
B	4	Enduring Truths	12	Research Report: Planning	CCSS.ELA-Literacy.W.8.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	4	Enduring Truths	12	Research Report: Planning	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	4	Enduring Truths	12	Research Report: Planning	CCSS.ELA-Literacy.W.8.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	4	Enduring Truths	12	Research Report: Planning	CCSS.ELA-Literacy.W.8.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
B	4	Enduring Truths	13	Research Report: Drafting	CCSS.ELA-Literacy.L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.
B	4	Enduring Truths	13	Research Report: Drafting	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	4	Enduring Truths	13	Research Report: Drafting	CCSS.ELA-Literacy.SL.8.1b Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
B	4	Enduring Truths	13	Research Report: Drafting	CCSS.ELA-Literacy.W.7.9b Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
B	4	Enduring Truths	13	Research Report: Drafting	CCSS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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B	4	Enduring Truths	13	Research Report: Drafting	CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
B	4	Enduring Truths	13	Research Report: Drafting	CCSS.ELA-Literacy.W.8.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	4	Enduring Truths	13	Research Report: Drafting	CCSS.ELA-Literacy.W.8.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
B	4	Enduring Truths	13	Research Report: Drafting	CCSS.ELA-Literacy.W.8.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
B	4	Enduring Truths	13	Research Report: Drafting	CCSS.ELA-Literacy.W.8.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Establish and maintain a formal style.
B	4	Enduring Truths	13	Research Report: Drafting	CCSS.ELA-Literacy.W.8.2f	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Provide a concluding statement or section that follows from and supports the information or explanation presented
B	4	Enduring Truths	13	Research Report: Drafting	CCSS.ELA-Literacy.W.8.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	4	Enduring Truths	13	Research Report: Drafting	CCSS.ELA-Literacy.W.8.7	Research to Build and Present Knowledge: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
B	4	Enduring Truths	13	Research Report: Drafting	CCSS.ELA-Literacy.W.8.8	Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	4	Enduring Truths	13	Research Report: Drafting	CCSS.ELA-Literacy.W.8.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

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B	4	Enduring Truths	13	Research Report: Drafting	CCSS.ELA-Literacy.W.8.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
B	4	Enduring Truths	14	Research Report: Conclusion	CCSS.ELA-Literacy.L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
B	4	Enduring Truths	14	Research Report: Conclusion	CCSS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	4	Enduring Truths	14	Research Report: Conclusion	CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
B	4	Enduring Truths	14	Research Report: Conclusion	CCSS.ELA-Literacy.W.8.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	4	Enduring Truths	14	Research Report: Conclusion	CCSS.ELA-Literacy.W.8.2b Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
B	4	Enduring Truths	14	Research Report: Conclusion	CCSS.ELA-Literacy.W.8.2c Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
B	4	Enduring Truths	14	Research Report: Conclusion	CCSS.ELA-Literacy.W.8.2e Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Establish and maintain a formal style.
B	4	Enduring Truths	14	Research Report: Conclusion	CCSS.ELA-Literacy.W.8.2f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Provide a concluding statement or section that follows from and supports the information or explanation presented
B	4	Enduring Truths	14	Research Report: Conclusion	CCSS.ELA-Literacy.W.8.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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B	4	Enduring Truths	14	Research Report: Conclusion	CCSS.ELA-Literacy.W.8.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	4	Enduring Truths	14	Research Report: Conclusion	L.4.3.b Choose punctuation for effect.
B	4	Enduring Truths	15	Research Report: Revising and Editing	CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	4	Enduring Truths	15	Research Report: Revising and Editing	CCSS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	4	Enduring Truths	15	Research Report: Revising and Editing	CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
B	4	Enduring Truths	15	Research Report: Revising and Editing	CCSS.ELA-Literacy.W.8.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	4	Enduring Truths	15	Research Report: Revising and Editing	CCSS.ELA-Literacy.W.8.2b Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
B	4	Enduring Truths	15	Research Report: Revising and Editing	CCSS.ELA-Literacy.W.8.2c Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
B	4	Enduring Truths	15	Research Report: Revising and Editing	CCSS.ELA-Literacy.W.8.2e Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Establish and maintain a formal style.
B	4	Enduring Truths	15	Research Report: Revising and Editing	CCSS.ELA-Literacy.W.8.2f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Provide a concluding statement or section that follows from and supports the information or explanation presented
B	4	Enduring Truths	15	Research Report: Revising and Editing	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been met

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B	4	Enduring Truths	15	Research Report: Revising and Editing	CCSS.ELA-Literacy.W.8.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	4	Enduring Truths	16	Research Presentation	CCSS.ELA-Literacy.L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
B	4	Enduring Truths	16	Research Presentation	CCSS.ELA-Literacy.L.8.4b Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
B	4	Enduring Truths	16	Research Presentation	CCSS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	4	Enduring Truths	16	Research Presentation	CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
B	4	Enduring Truths	16	Research Presentation	CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	4	Enduring Truths	16	Research Presentation	CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
B	4	Enduring Truths	16	Research Presentation	CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	4	Enduring Truths	16	Research Presentation	CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
B	4	Enduring Truths	16	Research Presentation	CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
B	4	Enduring Truths	16	Research Presentation	CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	4	Enduring Truths	17	Enduring Truths Unit Review	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	4	Enduring Truths	18	Enduring Truths Unit Test	Multiple All assessed standards covered in this unit
B	5	Explorations and Explanations	1	"Spring and Fall"	CCSS.ELA-Literacy.L.8.4a Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	5	Explorations and Explanations	1	"Spring and Fall"	CCSS.ELA-Literacy.L.8.5b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words to better understand each of the words.

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B	5	Explorations and Explanations	1	"Spring and Fall"	CCSS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	5	Explorations and Explanations	1	"Spring and Fall"	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	5	Explorations and Explanations	1	"Spring and Fall"	CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
B	5	Explorations and Explanations	1	"Spring and Fall"	CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	5	Explorations and Explanations	1	"Spring and Fall"	CCSS.ELA-Literacy.SL.8.1c Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
B	5	Explorations and Explanations	2	"In Just" & "July"	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	5	Explorations and Explanations	2	"In Just" & "July"	CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	5	Explorations and Explanations	2	"In Just" & "July"	CCSS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
B	5	Explorations and Explanations	3	"To Autumn"	CCSS.ELA-Literacy.L.8.4a Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	5	Explorations and Explanations	3	"To Autumn"	CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	5	Explorations and Explanations	3	"To Autumn"	CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
B	5	Explorations and Explanations	3	"To Autumn"	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	5	Explorations and Explanations	3	"To Autumn"	CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

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B	5	Explorations and Explanations	3	"To Autumn" CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	5	Explorations and Explanations	4	"It sifts from Leaden Sieves" & "The Snow-Storm" CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	5	Explorations and Explanations	4	"It sifts from Leaden Sieves" & "The Snow-Storm" CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	5	Explorations and Explanations	4	"It sifts from Leaden Sieves" & "The Snow-Storm" CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
B	5	Explorations and Explanations	4	"It sifts from Leaden Sieves" & "The Snow-Storm" CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	5	Explorations and Explanations	4	"It sifts from Leaden Sieves" & "The Snow-Storm" CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
B	5	Explorations and Explanations	5	"A House of My Own" CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	5	Explorations and Explanations	5	"A House of My Own" CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
B	5	Explorations and Explanations	5	"A House of My Own" CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	5	Explorations and Explanations	5	"A House of My Own" CCSS.ELA-Literacy.RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
B	5	Explorations and Explanations	5	"A House of My Own" CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	5	Explorations and Explanations	6	"The Thirsty Tree" CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
B	5	Explorations and Explanations	6	"The Thirsty Tree" CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	5	Explorations and Explanations	6	"The Thirsty Tree" CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	5	Explorations and Explanations	6	"The Thirsty Tree" CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
B	5	Explorations and Explanations	6	"The Thirsty Tree" CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.

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B	5	Explorations and Explanations	7	Excerpt from Pilgrim at Tinker Creek	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	5	Explorations and Explanations	7	Excerpt from Pilgrim at Tinker Creek	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	5	Explorations and Explanations	7	Excerpt from Pilgrim at Tinker Creek	CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
B	5	Explorations and Explanations	7	Excerpt from Pilgrim at Tinker Creek	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	5	Explorations and Explanations	8	Compare Descriptive Texts	CCSS.ELA-Literacy.L.4.1g	Correctly use frequently confused words (e.g., to/too/two; there/their).
B	5	Explorations and Explanations	8	Compare Descriptive Texts	CCSS.ELA-Literacy.L.8.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words to better understand each of the words.
B	5	Explorations and Explanations	8	Compare Descriptive Texts	CCSS.ELA-Literacy.L.8.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
B	5	Explorations and Explanations	8	Compare Descriptive Texts	CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	5	Explorations and Explanations	8	Compare Descriptive Texts	CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
B	5	Explorations and Explanations	8	Compare Descriptive Texts	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	5	Explorations and Explanations	8	Compare Descriptive Texts	CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
B	5	Explorations and Explanations	8	Compare Descriptive Texts	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	5	Explorations and Explanations	8	Compare Descriptive Texts	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	5	Explorations and Explanations	8	Compare Descriptive Texts	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	5	Explorations and Explanations	8	Compare Descriptive Texts	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.

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B	5	Explorations and Explanations	8	Compare Descriptive Texts	CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
B	5	Explorations and Explanations	8	Compare Descriptive Texts	L.3.3a.	Choose words and phrases for effect.
B	5	Explorations and Explanations	9	Descriptive Essay: Prewriting and Drafting	CCSS.ELA-Literacy.L.4.1g	Correctly use frequently confused words (e.g., to/too/two; there/their).
B	5	Explorations and Explanations	9	Descriptive Essay: Prewriting and Drafting	CCSS.ELA-Literacy.W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
B	5	Explorations and Explanations	9	Descriptive Essay: Prewriting and Drafting	CCSS.ELA-Literacy.W.7.2e	Establish and maintain a formal style.
B	5	Explorations and Explanations	9	Descriptive Essay: Prewriting and Drafting	CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
B	5	Explorations and Explanations	9	Descriptive Essay: Prewriting and Drafting	CCSS.ELA-Literacy.W.8.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	5	Explorations and Explanations	9	Descriptive Essay: Prewriting and Drafting	CCSS.ELA-Literacy.W.8.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
B	5	Explorations and Explanations	9	Descriptive Essay: Prewriting and Drafting	CCSS.ELA-Literacy.W.8.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Establish and maintain a formal style.
B	5	Explorations and Explanations	9	Descriptive Essay: Prewriting and Drafting	CCSS.ELA-Literacy.W.8.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	5	Explorations and Explanations	9	Descriptive Essay: Prewriting and Drafting	CCSS.ELA-Literacy.W.8.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	5	Explorations and Explanations	9	Descriptive Essay: Prewriting and Drafting	L.6.3b.	Maintain consistency in style and tone
B	5	Explorations and Explanations	10	Descriptive Essay: Revising and Proofreading	CCSS.ELA-Literacy.L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
B	5	Explorations and Explanations	10	Descriptive Essay: Revising and Proofreading	CCSS.ELA-Literacy.L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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B	5	Explorations and Explanations	10	Descriptive Essay: Revising and Proofreading	CCSS.ELA-Literacy.L.8.5c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
B	5	Explorations and Explanations	10	Descriptive Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
B	5	Explorations and Explanations	10	Descriptive Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.8.2d Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Use precise language and domain-specific vocabulary to inform about or explain the topic.
B	5	Explorations and Explanations	10	Descriptive Essay: Revising and Proofreading	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	5	Explorations and Explanations	10	Descriptive Essay: Revising and Proofreading	L.3.3a. Choose words and phrases for effect.
B	5	Explorations and Explanations	11	World Myths	CCSS.ELA-Literacy.L.8.4a Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	5	Explorations and Explanations	11	World Myths	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	5	Explorations and Explanations	11	World Myths	CCSS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
B	5	Explorations and Explanations	11	World Myths	CCSS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
B	5	Explorations and Explanations	12	Afterlife Myths	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	5	Explorations and Explanations	12	Afterlife Myths	CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
B	5	Explorations and Explanations	12	Afterlife Myths	CCSS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
B	5	Explorations and Explanations	13	"Pan: God of the Wild"	CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	5	Explorations and Explanations	13	"Pan: God of the Wild"	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.

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B	5	Explorations and Explanations	13	"Pan: God of the Wild"	CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
B	5	Explorations and Explanations	13	"Pan: God of the Wild"	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	5	Explorations and Explanations	13	"Pan: God of the Wild"	CCSS.ELA-Literacy.RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
B	5	Explorations and Explanations	14	Compare-and-Contrast Essay (A)	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
B	5	Explorations and Explanations	14	Compare-and-Contrast Essay (A)	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
B	5	Explorations and Explanations	14	Compare-and-Contrast Essay (A)	CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
B	5	Explorations and Explanations	14	Compare-and-Contrast Essay (A)	CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
B	5	Explorations and Explanations	14	Compare-and-Contrast Essay (A)	CCSS.ELA-Literacy.RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
B	5	Explorations and Explanations	14	Compare-and-Contrast Essay (A)	CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
B	5	Explorations and Explanations	15	Compare-and-Contrast Essay (B)	CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
B	5	Explorations and Explanations	15	Compare-and-Contrast Essay (B)	CCSS.ELA-Literacy.RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
B	5	Explorations and Explanations	15	Compare-and-Contrast Essay (B)	CCSS.ELA-Literacy.W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	5	Explorations and Explanations	15	Compare-and-Contrast Essay (B)	CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	5	Explorations and Explanations	15	Compare-and-Contrast Essay (B)	CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

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B	5	Explorations and Explanations	15	Compare-and-Contrast Essay (B)	CCSS.ELA-Literacy.W.8.2a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	5	Explorations and Explanations	15	Compare-and-Contrast Essay (B)	CCSS.ELA-Literacy.W.8.2b Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
B	5	Explorations and Explanations	15	Compare-and-Contrast Essay (B)	CCSS.ELA-Literacy.W.8.2f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Provide a concluding statement or section that follows from and supports the information or explanation presented
B	5	Explorations and Explanations	15	Compare-and-Contrast Essay (B)	CCSS.ELA-Literacy.W.8.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	5	Explorations and Explanations	15	Compare-and-Contrast Essay (B)	CCSS.ELA-Literacy.W.8.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
B	5	Explorations and Explanations	16	Compare-and-Contrast Essay (C)	CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	5	Explorations and Explanations	16	Compare-and-Contrast Essay (C)	CCSS.ELA-Literacy.RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
B	5	Explorations and Explanations	16	Compare-and-Contrast Essay (C)	CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	5	Explorations and Explanations	16	Compare-and-Contrast Essay (C)	CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	5	Explorations and Explanations	16	Compare-and-Contrast Essay (C)	CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
B	5	Explorations and Explanations	16	Compare-and-Contrast Essay (C)	CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

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B	5	Explorations and Explanations	16	Compare-and-Contrast Essay (C)	CCSS.ELA-Literacy.W.8.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	5	Explorations and Explanations	16	Compare-and-Contrast Essay (C)	CCSS.ELA-Literacy.W.8.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
B	5	Explorations and Explanations	16	Compare-and-Contrast Essay (C)	CCSS.ELA-Literacy.W.8.2f	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Provide a concluding statement or section that follows from and supports the information or explanation presented
B	5	Explorations and Explanations	16	Compare-and-Contrast Essay (C)	CCSS.ELA-Literacy.W.8.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	5	Explorations and Explanations	16	Compare-and-Contrast Essay (C)	CCSS.ELA-Literacy.W.8.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	5	Explorations and Explanations	16	Compare-and-Contrast Essay (C)	CCSS.ELA-Literacy.W.8.6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
B	5	Explorations and Explanations	16	Compare-and-Contrast Essay (C)	CCSS.ELA-Literacy.W.8.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
B	5	Explorations and Explanations	17	Explorations and Explanations Unit Review	CCSS.ELA-Literacy.RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
B	5	Explorations and Explanations	18	Explorations and Explanations Unit Test	Multiple	All assessed standards covered in this unit
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.4.3a	Choose words and phrases to convey ideas precisely.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1a	Ensure that pronouns are used to refer to people and things clearly (e.g., "one person, one vote").

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B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.8.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.8.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the active and passive voice.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.8.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.8.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb voice and mood.
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.8.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.8.5c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
B	6	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	7	Skills Center: Speaking and Listening	1	Speaking	CCSS.ELA-Literacy.L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
B	7	Skills Center: Speaking and Listening	1	Speaking	CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
B	7	Skills Center: Speaking and Listening	1	Speaking	CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	7	Skills Center: Speaking and Listening	1	Speaking	CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
B	7	Skills Center: Speaking and Listening	1	Speaking	CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	7	Skills Center: Speaking and Listening	1	Speaking	CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
B	7	Skills Center: Speaking and Listening	1	Speaking	CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	7	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
B	7	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
B	7	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
B	7	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
B	7	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
B	7	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
B	7	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
B	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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B	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
B	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
B	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.W.7.9a	Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
B	8	Skills Center: Reading	1	Comprehension Skills	CCSS.ELA-Literacy.W.8.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.L.7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.L.8.4a	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

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B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	8	Skills Center: Reading	2	Informational Text	CCSS.ELA-Literacy.RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.L.8.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.L.8.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text.

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B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
B	8	Skills Center: Reading	3	Literature	CCSS.ELA-Literacy.W.7.9a	Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.1d	Establish and maintain a formal style.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.2e	Establish and maintain a formal style.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.8.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

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B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.8.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.8.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Use precise language and domain-specific vocabulary to inform about or explain the topic.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.8.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Establish and maintain a formal style.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.8.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.8.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
B	9	Skills Center: Writing	1	Foundations	CCSS.ELA-Literacy.W.8.6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.1d	Establish and maintain a formal style.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.2e	Establish and maintain a formal style.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.9a	Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.7.9b	Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.8.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.8.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.8.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.8.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

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B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.8.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.8.2f	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Provide a concluding statement or section that follows from and supports the information or explanation presented
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.8.8	Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.8.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
B	9	Skills Center: Writing	2	Informative and Explanatory Writing	CCSS.ELA-Literacy.W.8.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
B	9	Skills Center: Writing	3	Narrative and Fiction Writing	CCSS.ELA-Literacy.W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
B	9	Skills Center: Writing	3	Narrative and Fiction Writing	CCSS.ELA-Literacy.W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
B	9	Skills Center: Writing	3	Narrative and Fiction Writing	CCSS.ELA-Literacy.W.8.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
B	9	Skills Center: Writing	3	Narrative and Fiction Writing	CCSS.ELA-Literacy.W.8.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

Stride		Common Core ELA Standards for Grades 9-10 Attachment 28 - ACAD Compared to ENG108E2 Summit English 9				
Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Narrative Techniques and Structure	1	Workshop: Academic and Domain-Specific Words	CCSS.ELA-Literacy.L.9-10.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	1	Narrative Techniques and Structure	1	Workshop: Academic and Domain-Specific Words	CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	1	Narrative Techniques and Structure	1	Workshop: Academic and Domain-Specific Words	CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Narrative Techniques and Structure	1	Workshop: Academic and Domain-Specific Words	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	1	Narrative Techniques and Structure	1	Workshop: Academic and Domain-Specific Words	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	1	Narrative Techniques and Structure	2	Workshop: Narrative Arc and Central Idea	CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	1	Narrative Techniques and Structure	2	Workshop: Narrative Arc and Central Idea	CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Narrative Techniques and Structure	2	Workshop: Narrative Arc and Central Idea	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	1	Narrative Techniques and Structure	2	Workshop: Narrative Arc and Central Idea	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	1	Narrative Techniques and Structure	2	Workshop: Narrative Arc and Central Idea	CCSS.ELA-Literacy.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
A	1	Narrative Techniques and Structure	2	Workshop: Narrative Arc and Central Idea	CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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A	1	Narrative Techniques and Structure	2	Workshop: Narrative Arc and Central Idea CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
A	1	Narrative Techniques and Structure	2	Workshop: Narrative Arc and Central Idea CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	1	Narrative Techniques and Structure	2	Workshop: Narrative Arc and Central Idea CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	1	Narrative Techniques and Structure	3	Narrative Arc and Central Idea: "The Oasis: Africa" CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Narrative Techniques and Structure	3	Narrative Arc and Central Idea: "The Oasis: Africa" CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	1	Narrative Techniques and Structure	3	Narrative Arc and Central Idea: "The Oasis: Africa" CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	1	Narrative Techniques and Structure	3	Narrative Arc and Central Idea: "The Oasis: Africa" CCSS.ELA-Literacy.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
A	1	Narrative Techniques and Structure	3	Narrative Arc and Central Idea: "The Oasis: Africa" CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	1	Narrative Techniques and Structure	3	Narrative Arc and Central Idea: "The Oasis: Africa" CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	1	Narrative Techniques and Structure	4	Narrative Arc and Central Idea: "The Interlopers" CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	1	Narrative Techniques and Structure	4	Narrative Arc and Central Idea: "The Interlopers" CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Narrative Techniques and Structure	4	Narrative Arc and Central Idea: "The Interlopers" CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

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A	1	Narrative Techniques and Structure	4	Narrative Arc and Central Idea: "The Interlopers"	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	1	Narrative Techniques and Structure	4	Narrative Arc and Central Idea: "The Interlopers"	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	1	Narrative Techniques and Structure	5	Workshop: Point of View and Narrator's Reliability	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	1	Narrative Techniques and Structure	5	Workshop: Point of View and Narrator's Reliability	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	1	Narrative Techniques and Structure	6	Point of View and Narrator: "The Black Cat"	CCSS.ELA-Literacy.L.9-10.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	1	Narrative Techniques and Structure	6	Point of View and Narrator: "The Black Cat"	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
A	1	Narrative Techniques and Structure	6	Point of View and Narrator: "The Black Cat"	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	1	Narrative Techniques and Structure	6	Point of View and Narrator: "The Black Cat"	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	1	Narrative Techniques and Structure	7	Assignment: Profile	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	1	Narrative Techniques and Structure	8	Workshop: Author's Viewpoint and Purpose	CCSS.ELA-Literacy.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
A	1	Narrative Techniques and Structure	8	Workshop: Author's Viewpoint and Purpose	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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A	1	Narrative Techniques and Structure	9	Viewpoint and Purpose: "The Final Assault"	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	1	Narrative Techniques and Structure	9	Viewpoint and Purpose: "The Final Assault"	CCSS.ELA-Literacy.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
A	1	Narrative Techniques and Structure	9	Viewpoint and Purpose: "The Final Assault"	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
A	1	Narrative Techniques and Structure	10	Viewpoint and Purpose: "The Dream Comes True"	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	1	Narrative Techniques and Structure	10	Viewpoint and Purpose: "The Dream Comes True"	CCSS.ELA-Literacy.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
A	1	Narrative Techniques and Structure	10	Viewpoint and Purpose: "The Dream Comes True"	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
A	1	Narrative Techniques and Structure	10	Viewpoint and Purpose: "The Dream Comes True"	CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A	1	Narrative Techniques and Structure	10	Viewpoint and Purpose: "The Dream Comes True"	CCSS.ELA-Literacy.SL.9-10.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	1	Narrative Techniques and Structure	10	Viewpoint and Purpose: "The Dream Comes True"	CCSS.ELA-Literacy.SL.9-10.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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A	1	Narrative Techniques and Structure	10	Viewpoint and Purpose: "The Dream Comes True"	CCSS.ELA-Literacy.SL.9-10.1d	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
A	1	Narrative Techniques and Structure	10	Viewpoint and Purpose: "The Dream Comes True"	CCSS.ELA-Literacy.W.9-10.10	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
A	1	Narrative Techniques and Structure	10	Viewpoint and Purpose: "The Dream Comes True"	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Narrative Techniques and Structure	10	Viewpoint and Purpose: "The Dream Comes True"	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	1	Narrative Techniques and Structure	11	Unit Review: Narrative Techniques and Structure	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	1	Narrative Techniques and Structure	12	Unit Test: Narrative Techniques and Structure	Multiple	All assessed standards covered in this unit
A	1	Narrative Techniques and Structure	13	Workshop: Short Story	CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	1	Narrative Techniques and Structure	13	Workshop: Short Story	CCSS.ELA-Literacy.RI.9-10.10	<p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
A	1	Narrative Techniques and Structure	13	Workshop: Short Story	CCSS.ELA-Literacy.RL.9-10.10	<p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
A	1	Narrative Techniques and Structure	13	Workshop: Short Story	CCSS.ELA-Literacy.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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A	1	Narrative Techniques and Structure	13	Workshop: Short Story	CCSS.ELA-Literacy.W.9-10.3a	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
A	1	Narrative Techniques and Structure	13	Workshop: Short Story	CCSS.ELA-Literacy.W.9-10.3b	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
A	1	Narrative Techniques and Structure	13	Workshop: Short Story	CCSS.ELA-Literacy.W.9-10.3c	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
A	1	Narrative Techniques and Structure	13	Workshop: Short Story	CCSS.ELA-Literacy.W.9-10.3d	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
A	1	Narrative Techniques and Structure	13	Workshop: Short Story	CCSS.ELA-Literacy.W.9-10.3e	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
A	1	Narrative Techniques and Structure	13	Workshop: Short Story	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Narrative Techniques and Structure	13	Workshop: Short Story	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	1	Narrative Techniques and Structure	13	Workshop: Short Story	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	1	Narrative Techniques and Structure	14	Draft a Short Story A	CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	1	Narrative Techniques and Structure	14	Draft a Short Story A	CCSS.ELA-Literacy.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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A	1	Narrative Techniques and Structure	14	Draft a Short Story A	CCSS.ELA-Literacy.W.9-10.3a	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
A	1	Narrative Techniques and Structure	14	Draft a Short Story A	CCSS.ELA-Literacy.W.9-10.3b	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
A	1	Narrative Techniques and Structure	14	Draft a Short Story A	CCSS.ELA-Literacy.W.9-10.3c	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
A	1	Narrative Techniques and Structure	14	Draft a Short Story A	CCSS.ELA-Literacy.W.9-10.3d	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
A	1	Narrative Techniques and Structure	14	Draft a Short Story A	CCSS.ELA-Literacy.W.9-10.3e	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
A	1	Narrative Techniques and Structure	14	Draft a Short Story A	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Narrative Techniques and Structure	14	Draft a Short Story A	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	1	Narrative Techniques and Structure	14	Draft a Short Story A	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	1	Narrative Techniques and Structure	15	Draft a Short Story B	CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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A	1	Narrative Techniques and Structure	15	Draft a Short Story B	<p>CCSS.ELA-Literacy.SL.9-10.1a</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
A	1	Narrative Techniques and Structure	15	Draft a Short Story B	<p>CCSS.ELA-Literacy.SL.9-10.1c</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>
A	1	Narrative Techniques and Structure	15	Draft a Short Story B	<p>CCSS.ELA-Literacy.SL.9-10.1d</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
A	1	Narrative Techniques and Structure	15	Draft a Short Story B	<p>CCSS.ELA-Literacy.W.9-10.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
A	1	Narrative Techniques and Structure	15	Draft a Short Story B	<p>CCSS.ELA-Literacy.W.9-10.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>
A	1	Narrative Techniques and Structure	15	Draft a Short Story B	<p>CCSS.ELA-Literacy.W.9-10.3c</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>
A	1	Narrative Techniques and Structure	15	Draft a Short Story B	<p>CCSS.ELA-Literacy.W.9-10.3d</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>

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A	1	Narrative Techniques and Structure	15	Draft a Short Story B	CCSS.ELA-Literacy.W.9-10.3e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
A	1	Narrative Techniques and Structure	15	Draft a Short Story B	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Narrative Techniques and Structure	15	Draft a Short Story B	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	1	Narrative Techniques and Structure	15	Draft a Short Story B	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	1	Narrative Techniques and Structure	16	Your Choice	N/A Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
A	1	Narrative Techniques and Structure	17	Revise a Short Story	CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	1	Narrative Techniques and Structure	17	Revise a Short Story	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	1	Narrative Techniques and Structure	17	Revise a Short Story	CCSS.ELA-Literacy.SL.9-10.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	1	Narrative Techniques and Structure	17	Revise a Short Story	CCSS.ELA-Literacy.SL.9-10.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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A	1	Narrative Techniques and Structure	17	Revise a Short Story	CCSS.ELA-Literacy.SL.9-10.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
A	1	Narrative Techniques and Structure	17	Revise a Short Story	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	1	Narrative Techniques and Structure	17	Revise a Short Story	CCSS.ELA-Literacy.W.9-10.3c Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
A	1	Narrative Techniques and Structure	17	Revise a Short Story	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Narrative Techniques and Structure	17	Revise a Short Story	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	1	Narrative Techniques and Structure	17	Revise a Short Story	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	2	Development of Theme	1	Workshop: Vocabulary in Context	CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
A	2	Development of Theme	1	Workshop: Vocabulary in Context	CCSS.ELA-Literacy.L.9-10.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	2	Development of Theme	1	Workshop: Vocabulary in Context	CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	2	Development of Theme	1	Workshop: Vocabulary in Context	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

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A	2	Development of Theme	2	Workshop: Analyze Theme and Central Idea in Narratives CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	2	Development of Theme	2	Workshop: Analyze Theme and Central Idea in Narratives CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	2	Development of Theme	2	Workshop: Analyze Theme and Central Idea in Narratives CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	2	Development of Theme	2	Workshop: Analyze Theme and Central Idea in Narratives CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	2	Development of Theme	2	Workshop: Analyze Theme and Central Idea in Narratives CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	2	Development of Theme	2	Workshop: Analyze Theme and Central Idea in Narratives CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	2	Development of Theme	3	Theme and Central Idea: "Nameless Tennessee" CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	2	Development of Theme	3	Theme and Central Idea: "Nameless Tennessee" CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	2	Development of Theme	3	Theme and Central Idea: "Nameless Tennessee" CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	2	Development of Theme	3	Theme and Central Idea: "Nameless Tennessee" CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	2	Development of Theme	4	Theme and Central Idea: "August Heat" CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	2	Development of Theme	4	Theme and Central Idea: "August Heat" CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	2	Development of Theme	4	Theme and Central Idea: "August Heat" CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

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A	2	Development of Theme	4	Theme and Central Idea: "August Heat"	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	2	Development of Theme	5	Workshop: Write an Analysis	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	2	Development of Theme	5	Workshop: Write an Analysis	CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	2	Development of Theme	5	Workshop: Write an Analysis	CCSS.ELA-Literacy.SL.9-10.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
A	2	Development of Theme	5	Workshop: Write an Analysis	CCSS.ELA-Literacy.SL.9-10.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
A	2	Development of Theme	5	Workshop: Write an Analysis	CCSS.ELA-Literacy.W.9-10.10	Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	2	Development of Theme	5	Workshop: Write an Analysis	CCSS.ELA-Literacy.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
A	2	Development of Theme	5	Workshop: Write an Analysis	CCSS.ELA-Literacy.W.9-10.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	2	Development of Theme	5	Workshop: Write an Analysis	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	2	Development of Theme	5	Workshop: Write an Analysis	CCSS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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A	2	Development of Theme	6	Workshop: Characterization Develops Theme CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	2	Development of Theme	6	Workshop: Characterization Develops Theme CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	2	Development of Theme	6	Workshop: Characterization Develops Theme CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
A	2	Development of Theme	6	Workshop: Characterization Develops Theme CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	2	Development of Theme	6	Workshop: Characterization Develops Theme CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
A	2	Development of Theme	7	Characterization and Theme: "Water Never Hurt a Man" CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	2	Development of Theme	7	Characterization and Theme: "Water Never Hurt a Man" CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
A	2	Development of Theme	7	Characterization and Theme: "Water Never Hurt a Man" CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
A	2	Development of Theme	7	Characterization and Theme: "Water Never Hurt a Man" CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	2	Development of Theme	8	Characterization and Theme: "Marigolds" CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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A	2	Development of Theme	8	Characterization and Theme: "Marigolds"	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	2	Development of Theme	8	Characterization and Theme: "Marigolds"	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	2	Development of Theme	8	Characterization and Theme: "Marigolds"	CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
A	2	Development of Theme	8	Characterization and Theme: "Marigolds"	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	2	Development of Theme	8	Characterization and Theme: "Marigolds"	CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A	2	Development of Theme	8	Characterization and Theme: "Marigolds"	CCSS.ELA-Literacy.SL.9-10.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	2	Development of Theme	8	Characterization and Theme: "Marigolds"	CCSS.ELA-Literacy.SL.9-10.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
A	2	Development of Theme	8	Characterization and Theme: "Marigolds"	CCSS.ELA-Literacy.SL.9-10.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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A	2	Development of Theme	8	Characterization and Theme: "Marigolds" CCSS.ELA-Literacy.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	2	Development of Theme	8	Characterization and Theme: "Marigolds" CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
A	2	Development of Theme	9	Workshop: Noun and Verb Phrases CCSS.ELA-Literacy.L.9-10.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
A	2	Development of Theme	9	Workshop: Noun and Verb Phrases CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	2	Development of Theme	9	Workshop: Noun and Verb Phrases CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	2	Development of Theme	10	Workshop: Write a Summary of a Fictional Text CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	2	Development of Theme	10	Workshop: Write a Summary of a Fictional Text CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	2	Development of Theme	10	Workshop: Write a Summary of a Fictional Text CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	2	Development of Theme	10	Workshop: Write a Summary of a Fictional Text CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	2	Development of Theme	10	Workshop: Write a Summary of a Fictional Text CCSS.ELA-Literacy.W.9-10.10	Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

A	2	Development of Theme	10	Workshop: Write a Summary of a Fictional Text Attachment 28 - ACAD	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	2	Development of Theme	11	Unit Review: Development of Theme	CCSS.ELA-Literacy.SL.9-10.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	2	Development of Theme	12	Unit Test: Development of Theme	Multiple	All assessed standards covered in this unit
A	3	Characters and Effects	1	Workshop: Adjective, Adverb, and Prepositional Phrases	CCSS.ELA-Literacy.L.9-10.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
A	3	Characters and Effects	1	Workshop: Adjective, Adverb, and Prepositional Phrases	CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Characters and Effects	2	Workshop: Creating Surprise and Characters Develop Plot	CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Characters and Effects	2	Workshop: Creating Surprise and Characters Develop Plot	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	3	Characters and Effects	2	Workshop: Creating Surprise and Characters Develop Plot	CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
A	3	Characters and Effects	2	Workshop: Creating Surprise and Characters Develop Plot	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	3	Characters and Effects	3	Surprise and Plot: "The Most Dangerous Game"	CCSS.ELA-Literacy.L.9-10.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	3	Characters and Effects	3	Surprise and Plot: "The Most Dangerous Game"	CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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A	3	Characters and Effects	3	<p>Surprise and Plot: "The Most Dangerous Game"</p> <p>CCSS.ELA-Literacy.RL.9-10.10</p> <p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
A	3	Characters and Effects	3	<p>Surprise and Plot: "The Most Dangerous Game"</p> <p>CCSS.ELA-Literacy.RL.9-10.3</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
A	3	Characters and Effects	3	<p>Surprise and Plot: "The Most Dangerous Game"</p> <p>CCSS.ELA-Literacy.RL.9-10.4</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>
A	3	Characters and Effects	3	<p>Surprise and Plot: "The Most Dangerous Game"</p> <p>CCSS.ELA-Literacy.RL.9-10.5</p> <p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>
A	3	Characters and Effects	4	<p>Surprise and Plot: "A Horseman in the Sky"</p> <p>CCSS.ELA-Literacy.RI.9-10.10</p> <p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
A	3	Characters and Effects	4	<p>Surprise and Plot: "A Horseman in the Sky"</p> <p>CCSS.ELA-Literacy.RL.9-10.10</p> <p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
A	3	Characters and Effects	4	<p>Surprise and Plot: "A Horseman in the Sky"</p> <p>CCSS.ELA-Literacy.RL.9-10.3</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
A	3	Characters and Effects	4	<p>Surprise and Plot: "A Horseman in the Sky"</p> <p>CCSS.ELA-Literacy.RL.9-10.5</p> <p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>
A	3	Characters and Effects	4	<p>Surprise and Plot: "A Horseman in the Sky"</p> <p>CCSS.ELA-Literacy.RL.9-10.7</p> <p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p>
A	3	Characters and Effects	4	<p>Surprise and Plot: "A Horseman in the Sky"</p> <p>CCSS.ELA-Literacy.SL.9-10.1</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
A	3	Characters and Effects	4	<p>Surprise and Plot: "A Horseman in the Sky"</p> <p>CCSS.ELA-Literacy.SL.9-10.1a</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>

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A	3	Characters and Effects	4	Surprise and Plot: "A Horseman in the Sky"	CCSS.ELA-Literacy.SL.9-10.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
A	3	Characters and Effects	4	Surprise and Plot: "A Horseman in the Sky"	CCSS.ELA-Literacy.SL.9-10.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
A	3	Characters and Effects	4	Surprise and Plot: "A Horseman in the Sky"	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	3	Characters and Effects	4	Surprise and Plot: "A Horseman in the Sky"	CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
A	3	Characters and Effects	4	Surprise and Plot: "A Horseman in the Sky"	CCSS.ELA-Literacy.W.9-10.3a Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
A	3	Characters and Effects	4	Surprise and Plot: "A Horseman in the Sky"	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	3	Characters and Effects	4	Surprise and Plot: "A Horseman in the Sky"	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	3	Characters and Effects	5	Workshop: Write a One Idea, Two Mediums Essay	CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Characters and Effects	5	Workshop: Write a One Idea, Two Mediums Essay	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

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A	3	Characters and Effects	5	Workshop: Write a One Idea, Two Mediums Essay	CCSS.ELA-Literacy.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
A	3	Characters and Effects	5	Workshop: Write a One Idea, Two Mediums Essay	CCSS.ELA-Literacy.W.9-10.10	Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	3	Characters and Effects	5	Workshop: Write a One Idea, Two Mediums Essay	CCSS.ELA-Literacy.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
A	3	Characters and Effects	5	Workshop: Write a One Idea, Two Mediums Essay	CCSS.ELA-Literacy.W.9-10.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	3	Characters and Effects	5	Workshop: Write a One Idea, Two Mediums Essay	CCSS.ELA-Literacy.W.9-10.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	3	Characters and Effects	5	Workshop: Write a One Idea, Two Mediums Essay	CCSS.ELA-Literacy.W.9-10.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
A	3	Characters and Effects	5	Workshop: Write a One Idea, Two Mediums Essay	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	3	Characters and Effects	5	Workshop: Write a One Idea, Two Mediums Essay	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	3	Characters and Effects	6	Workshop: Tone, Voice, and Humor in Nonfiction	CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Characters and Effects	6	Workshop: Tone, Voice, and Humor in Nonfiction	CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	3	Characters and Effects	6	Workshop: Tone, Voice, and Humor in Nonfiction	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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A	3	Characters and Effects	6	Workshop: Tone, Voice, and Humor in Nonfiction	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
A	3	Characters and Effects	6	Workshop: Tone, Voice, and Humor in Nonfiction	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	3	Characters and Effects	7	Tone, Voice, and Humor: "A Witch Trial at Mount Holly"	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	3	Characters and Effects	7	Tone, Voice, and Humor: "A Witch Trial at Mount Holly"	CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	3	Characters and Effects	7	Tone, Voice, and Humor: "A Witch Trial at Mount Holly"	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
A	3	Characters and Effects	7	Tone, Voice, and Humor: "A Witch Trial at Mount Holly"	CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A	3	Characters and Effects	7	Tone, Voice, and Humor: "A Witch Trial at Mount Holly"	CCSS.ELA-Literacy.SL.9-10.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	3	Characters and Effects	7	Tone, Voice, and Humor: "A Witch Trial at Mount Holly"	CCSS.ELA-Literacy.SL.9-10.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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A	3	Characters and Effects	7	Tone, Voice, and Humor: "A Witch Trial at Mount Holly" CCSS.ELA-Literacy.SL.9-10.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
A	3	Characters and Effects	7	Tone, Voice, and Humor: "A Witch Trial at Mount Holly" CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	3	Characters and Effects	7	Tone, Voice, and Humor: "A Witch Trial at Mount Holly" CCSS.ELA-Literacy.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	3	Characters and Effects	7	Tone, Voice, and Humor: "A Witch Trial at Mount Holly" CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
A	3	Characters and Effects	8	Tone, Voice, and Humor: "Uses and Abuses of the Umbrella" CCSS.ELA-Literacy.L.9-10.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	3	Characters and Effects	8	Tone, Voice, and Humor: "Uses and Abuses of the Umbrella" CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Characters and Effects	8	Tone, Voice, and Humor: "Uses and Abuses of the Umbrella" CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	3	Characters and Effects	8	Tone, Voice, and Humor: "Uses and Abuses of the Umbrella" CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	3	Characters and Effects	8	Tone, Voice, and Humor: "Uses and Abuses of the Umbrella" CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

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A	3	Characters and Effects	9	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Characters and Effects	9	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	3	Characters and Effects	9	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
A	3	Characters and Effects	9	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	3	Characters and Effects	9	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	3	Characters and Effects	9	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	3	Characters and Effects	9	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	3	Characters and Effects	9	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
A	3	Characters and Effects	10	Your Choice	N/A Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
A	3	Characters and Effects	11	Unit Review: Characters and Effects	Multiple All assessed standards covered in this unit
A	3	Characters and Effects	12	Unit Test: Characters and Effects	Multiple All assessed standards covered in this unit
A	4	Author's Techniques and Tools	1	Workshop: Participial and Absolute Phrases	CCSS.ELA-Literacy.L.9-10.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
A	4	Author's Techniques and Tools	1	Workshop: Participial and Absolute Phrases	CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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A	4	Author's Techniques and Tools	1	Workshop: Participial and Absolute Phrases	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	4	Author's Techniques and Tools	1	Workshop: Participial and Absolute Phrases	CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
A	4	Author's Techniques and Tools	1	Workshop: Participial and Absolute Phrases	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	4	Author's Techniques and Tools	2	Workshop: Archetypes, Allusions, and Sources	CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	4	Author's Techniques and Tools	2	Workshop: Archetypes, Allusions, and Sources	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	4	Author's Techniques and Tools	2	Workshop: Archetypes, Allusions, and Sources	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	4	Author's Techniques and Tools	2	Workshop: Archetypes, Allusions, and Sources	CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
A	4	Author's Techniques and Tools	2	Workshop: Archetypes, Allusions, and Sources	CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A	4	Author's Techniques and Tools	2	Workshop: Archetypes, Allusions, and Sources	CCSS.ELA-Literacy.SL.9-10.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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A	4	Author's Techniques and Tools	2	Workshop: Archetypes, Allusions, and Sources	CCSS.ELA-Literacy.SL.9-10.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
A	4	Author's Techniques and Tools	2	Workshop: Archetypes, Allusions, and Sources	CCSS.ELA-Literacy.SL.9-10.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
A	4	Author's Techniques and Tools	2	Workshop: Archetypes, Allusions, and Sources	CCSS.ELA-Literacy.W.9-10.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
A	4	Author's Techniques and Tools	3	Archetypes, Allusions, and Sources, Genesis, Chapters 1-3	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	4	Author's Techniques and Tools	3	Archetypes, Allusions, and Sources, Genesis, Chapters 1-3	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
A	4	Author's Techniques and Tools	3	Archetypes, Allusions, and Sources, Genesis, Chapters 1-3	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	4	Author's Techniques and Tools	3	Archetypes, Allusions, and Sources, Genesis, Chapters 1-3	CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
A	4	Author's Techniques and Tools	3	Archetypes, Allusions, and Sources, Genesis, Chapters 1-3	CCSS.ELA-Literacy.W.9-10.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

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A	4	Author's Techniques and Tools	4	Archetypes, Allusions, and Sources: "Araby" A	CCSS.ELA-Literacy.L.9-10.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	4	Author's Techniques and Tools	4	Archetypes, Allusions, and Sources: "Araby" A	CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	4	Author's Techniques and Tools	4	Archetypes, Allusions, and Sources: "Araby" A	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	4	Author's Techniques and Tools	4	Archetypes, Allusions, and Sources: "Araby" A	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	4	Author's Techniques and Tools	4	Archetypes, Allusions, and Sources: "Araby" A	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	4	Author's Techniques and Tools	4	Archetypes, Allusions, and Sources: "Araby" A	CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
A	4	Author's Techniques and Tools	5	Archetypes, Allusions, and Sources: "Araby" B	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	4	Author's Techniques and Tools	5	Archetypes, Allusions, and Sources: "Araby" B	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	4	Author's Techniques and Tools	5	Archetypes, Allusions, and Sources: "Araby" B	CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
A	4	Author's Techniques and Tools	5	Archetypes, Allusions, and Sources: "Araby" B	CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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A	4	Author's Techniques and Tools	5	Archetypes, Allusions, and Sources: "Araby" B	CCSS.ELA-Literacy.SL.9-10.1a	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
A	4	Author's Techniques and Tools	5	Archetypes, Allusions, and Sources: "Araby" B	CCSS.ELA-Literacy.SL.9-10.1c	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>
A	4	Author's Techniques and Tools	5	Archetypes, Allusions, and Sources: "Araby" B	CCSS.ELA-Literacy.SL.9-10.1d	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
A	4	Author's Techniques and Tools	5	Archetypes, Allusions, and Sources: "Araby" B	CCSS.ELA-Literacy.W.9-10.9a	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grades 9—10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p>
A	4	Author's Techniques and Tools	6	Workshop: Write About Source Texts or Archetypes	CCSS.ELA-Literacy.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A	4	Author's Techniques and Tools	6	Workshop: Write About Source Texts or Archetypes	CCSS.ELA-Literacy.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A	4	Author's Techniques and Tools	6	Workshop: Write About Source Texts or Archetypes	CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	4	Author's Techniques and Tools	6	Workshop: Write About Source Texts or Archetypes	CCSS.ELA-Literacy.RI.9-10.10	<p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.</p>
A	4	Author's Techniques and Tools	6	Workshop: Write About Source Texts or Archetypes	CCSS.ELA-Literacy.RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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A	4	Author's Techniques and Tools	6	Workshop: Write About Source Texts or Archetypes	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	4	Author's Techniques and Tools	6	Workshop: Write About Source Texts or Archetypes	CCSS.ELA-Literacy.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	4	Author's Techniques and Tools	6	Workshop: Write About Source Texts or Archetypes	CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
A	4	Author's Techniques and Tools	6	Workshop: Write About Source Texts or Archetypes	CCSS.ELA-Literacy.W.9-10.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9—10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
A	4	Author's Techniques and Tools	7	Your Choice	N/A	Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
A	4	Author's Techniques and Tools	8	Workshop: Structure and Language of Poetry	CCSS.ELA-Literacy.L.9-10.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
A	4	Author's Techniques and Tools	8	Workshop: Structure and Language of Poetry	CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	4	Author's Techniques and Tools	8	Workshop: Structure and Language of Poetry	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	4	Author's Techniques and Tools	8	Workshop: Structure and Language of Poetry	CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	4	Author's Techniques and Tools	8	Workshop: Structure and Language of Poetry	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.

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A	4	Author's Techniques and Tools	8	Workshop: Structure and Language of Poetry	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	4	Author's Techniques and Tools	8	Workshop: Structure and Language of Poetry	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	4	Author's Techniques and Tools	8	Workshop: Structure and Language of Poetry	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	4	Author's Techniques and Tools	9	Structure and Language: "On Another's Sorrow" and "The Human Abstract"	CCSS.ELA-Literacy.L.9-10.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	4	Author's Techniques and Tools	9	Structure and Language: "On Another's Sorrow" and "The Human Abstract"	CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	4	Author's Techniques and Tools	9	Structure and Language: "On Another's Sorrow" and "The Human Abstract"	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	4	Author's Techniques and Tools	9	Structure and Language: "On Another's Sorrow" and "The Human Abstract"	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	4	Author's Techniques and Tools	9	Structure and Language: "On Another's Sorrow" and "The Human Abstract"	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	4	Author's Techniques and Tools	9	Structure and Language: "On Another's Sorrow" and "The Human Abstract"	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	4	Author's Techniques and Tools	10	Structure and Language: "Fern Hill" and "Nothing Gold Can Stay"	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

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A	4	Author's Techniques and Tools	10	Structure and Language: "Fern Hill" and "Nothing Gold Can Stay" CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
A	4	Author's Techniques and Tools	10	Structure and Language: "Fern Hill" and "Nothing Gold Can Stay" CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	4	Author's Techniques and Tools	10	Structure and Language: "Fern Hill" and "Nothing Gold Can Stay" CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	4	Author's Techniques and Tools	10	Structure and Language: "Fern Hill" and "Nothing Gold Can Stay" CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	4	Author's Techniques and Tools	11	Workshop: Write a Descriptive Poem or Essay CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	4	Author's Techniques and Tools	11	Workshop: Write a Descriptive Poem or Essay CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	4	Author's Techniques and Tools	11	Workshop: Write a Descriptive Poem or Essay CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A	4	Author's Techniques and Tools	11	Workshop: Write a Descriptive Poem or Essay CCSS.ELA-Literacy.SL.9-10.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	4	Author's Techniques and Tools	11	Workshop: Write a Descriptive Poem or Essay CCSS.ELA-Literacy.SL.9-10.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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A	4	Author's Techniques and Tools	11	Workshop: Write a Descriptive Poem or Essay	CCSS.ELA-Literacy.SL.9-10.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
A	4	Author's Techniques and Tools	11	Workshop: Write a Descriptive Poem or Essay	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	4	Author's Techniques and Tools	11	Workshop: Write a Descriptive Poem or Essay	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	4	Author's Techniques and Tools	12	Unit Review: Author's Techniques and Tools	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	4	Author's Techniques and Tools	13	Unit Test: Author's Techniques and Tools	Multiple All assessed standards covered in this unit
A	5	The Way to Rainy Mountain	1	Workshop: Effects of the Patterns of Word Changes	CCSS.ELA-Literacy.L.9-10.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
A	5	The Way to Rainy Mountain	1	Workshop: Effects of the Patterns of Word Changes	CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	5	The Way to Rainy Mountain	2	The Way to Rainy Mountain A	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	5	The Way to Rainy Mountain	2	The Way to Rainy Mountain A	CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	5	The Way to Rainy Mountain	2	The Way to Rainy Mountain A	CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	5	The Way to Rainy Mountain	2	The Way to Rainy Mountain A	CCSS.ELA-Literacy.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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A	5	The Way to Rainy Mountain	2	The Way to Rainy Mountain A	CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A	5	The Way to Rainy Mountain	2	The Way to Rainy Mountain A	CCSS.ELA-Literacy.SL.9-10.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	5	The Way to Rainy Mountain	2	The Way to Rainy Mountain A	CCSS.ELA-Literacy.SL.9-10.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
A	5	The Way to Rainy Mountain	2	The Way to Rainy Mountain A	CCSS.ELA-Literacy.SL.9-10.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
A	5	The Way to Rainy Mountain	2	The Way to Rainy Mountain A	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	5	The Way to Rainy Mountain	2	The Way to Rainy Mountain A	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	5	The Way to Rainy Mountain	3	The Way to Rainy Mountain B	CCSS.ELA-Literacy.L.9-10.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	5	The Way to Rainy Mountain	3	The Way to Rainy Mountain B	CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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A	5	The Way to Rainy Mountain	3	The Way to Rainy Mountain B	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	5	The Way to Rainy Mountain	3	The Way to Rainy Mountain B	CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	5	The Way to Rainy Mountain	3	The Way to Rainy Mountain B	CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	5	The Way to Rainy Mountain	3	The Way to Rainy Mountain B	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	5	The Way to Rainy Mountain	3	The Way to Rainy Mountain B	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	5	The Way to Rainy Mountain	4	The Way to Rainy Mountain C	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	5	The Way to Rainy Mountain	4	The Way to Rainy Mountain C	CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
A	5	The Way to Rainy Mountain	4	The Way to Rainy Mountain C	CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	5	The Way to Rainy Mountain	4	The Way to Rainy Mountain C	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	5	The Way to Rainy Mountain	5	The Way to Rainy Mountain D	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

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A	5	The Way to Rainy Mountain	5	The Way to Rainy Mountain D CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	5	The Way to Rainy Mountain	5	The Way to Rainy Mountain D CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A	5	The Way to Rainy Mountain	5	The Way to Rainy Mountain D CCSS.ELA-Literacy.SL.9-10.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	5	The Way to Rainy Mountain	5	The Way to Rainy Mountain D CCSS.ELA-Literacy.SL.9-10.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
A	5	The Way to Rainy Mountain	5	The Way to Rainy Mountain D CCSS.ELA-Literacy.SL.9-10.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
A	5	The Way to Rainy Mountain	6	Your Choice N/A	Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
A	5	The Way to Rainy Mountain	7	The Way to Rainy Mountain E CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	5	The Way to Rainy Mountain	7	The Way to Rainy Mountain E CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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A	5	The Way to Rainy Mountain	7	The Way to Rainy Mountain E CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
A	5	The Way to Rainy Mountain	8	The Way to Rainy Mountain F CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	5	The Way to Rainy Mountain	8	The Way to Rainy Mountain F CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	5	The Way to Rainy Mountain	8	The Way to Rainy Mountain F CCSS.ELA-Literacy.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
A	5	The Way to Rainy Mountain	8	The Way to Rainy Mountain F CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	5	The Way to Rainy Mountain	8	The Way to Rainy Mountain F CCSS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
A	5	The Way to Rainy Mountain	8	The Way to Rainy Mountain F CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
A	5	The Way to Rainy Mountain	9	Workshop: Independent, Dependent, and Noun Clauses CCSS.ELA-Literacy.L.9-10.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
A	5	The Way to Rainy Mountain	9	Workshop: Independent, Dependent, and Noun Clauses CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	5	The Way to Rainy Mountain	10	Workshop: Plan a Personal Research Project CCSS.ELA-Literacy.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A	5	The Way to Rainy Mountain	10	Workshop: Plan a Personal Research Project CCSS.ELA-Literacy.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A	5	The Way to Rainy Mountain	10	Workshop: Plan a Personal Research Project CCSS.ELA-Literacy.L.9-10.3a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

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A	5	The Way to Rainy Mountain	10	Workshop: Plan a Personal Research Project	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	5	The Way to Rainy Mountain	10	Workshop: Plan a Personal Research Project	CCSS.ELA-Literacy.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
A	5	The Way to Rainy Mountain	10	Workshop: Plan a Personal Research Project	CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
A	5	The Way to Rainy Mountain	10	Workshop: Plan a Personal Research Project	CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
A	5	The Way to Rainy Mountain	10	Workshop: Plan a Personal Research Project	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	5	The Way to Rainy Mountain	10	Workshop: Plan a Personal Research Project	CCSS.ELA-Literacy.W.9-10.2a Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	5	The Way to Rainy Mountain	10	Workshop: Plan a Personal Research Project	CCSS.ELA-Literacy.W.9-10.2b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	5	The Way to Rainy Mountain	10	Workshop: Plan a Personal Research Project	CCSS.ELA-Literacy.W.9-10.2c Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
A	5	The Way to Rainy Mountain	10	Workshop: Plan a Personal Research Project	CCSS.ELA-Literacy.W.9-10.2d Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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A	5	The Way to Rainy Mountain	10	Workshop: Plan a Personal Research Project CCSS.ELA-Literacy.W.9-10.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
A	5	The Way to Rainy Mountain	10	Workshop: Plan a Personal Research Project CCSS.ELA-Literacy.W.9-10.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
A	5	The Way to Rainy Mountain	10	Workshop: Plan a Personal Research Project CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	5	The Way to Rainy Mountain	10	Workshop: Plan a Personal Research Project CCSS.ELA-Literacy.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	5	The Way to Rainy Mountain	10	Workshop: Plan a Personal Research Project CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
A	5	The Way to Rainy Mountain	11	Workshop: Draft a Personal Research Project CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	5	The Way to Rainy Mountain	11	Workshop: Draft a Personal Research Project CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A	5	The Way to Rainy Mountain	11	Workshop: Draft a Personal Research Project CCSS.ELA-Literacy.SL.9-10.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	5	The Way to Rainy Mountain	11	Workshop: Draft a Personal Research Project CCSS.ELA-Literacy.SL.9-10.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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A	5	The Way to Rainy Mountain	11	Workshop: Draft a Personal Research Project	CCSS.ELA-Literacy.SL.9-10.1d	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
A	5	The Way to Rainy Mountain	11	Workshop: Draft a Personal Research Project	CCSS.ELA-Literacy.SL.9-10.2	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
A	5	The Way to Rainy Mountain	11	Workshop: Draft a Personal Research Project	CCSS.ELA-Literacy.SL.9-10.4	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
A	5	The Way to Rainy Mountain	11	Workshop: Draft a Personal Research Project	CCSS.ELA-Literacy.W.9-10.10	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
A	5	The Way to Rainy Mountain	11	Workshop: Draft a Personal Research Project	CCSS.ELA-Literacy.W.9-10.2a	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
A	5	The Way to Rainy Mountain	11	Workshop: Draft a Personal Research Project	CCSS.ELA-Literacy.W.9-10.2b	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
A	5	The Way to Rainy Mountain	11	Workshop: Draft a Personal Research Project	CCSS.ELA-Literacy.W.9-10.2c	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
A	5	The Way to Rainy Mountain	11	Workshop: Draft a Personal Research Project	CCSS.ELA-Literacy.W.9-10.2d	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>

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A	5	The Way to Rainy Mountain	11	Workshop: Draft a Personal Research Project	CCSS.ELA-Literacy.W.9-10.2e Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
A	5	The Way to Rainy Mountain	11	Workshop: Draft a Personal Research Project	CCSS.ELA-Literacy.W.9-10.2f Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
A	5	The Way to Rainy Mountain	11	Workshop: Draft a Personal Research Project	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	5	The Way to Rainy Mountain	11	Workshop: Draft a Personal Research Project	CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
A	5	The Way to Rainy Mountain	12	Your Choice	N/A Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
A	5	The Way to Rainy Mountain	13	Workshop: Revise a Personal Research Project	CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	5	The Way to Rainy Mountain	13	Workshop: Revise a Personal Research Project	CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
A	5	The Way to Rainy Mountain	13	Workshop: Revise a Personal Research Project	CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
A	5	The Way to Rainy Mountain	13	Workshop: Revise a Personal Research Project	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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A	5	The Way to Rainy Mountain	13	Workshop: Revise a Personal Research Project CCSS.ELA-Literacy.W.9-10.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	5	The Way to Rainy Mountain	13	Workshop: Revise a Personal Research Project CCSS.ELA-Literacy.W.9-10.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	5	The Way to Rainy Mountain	13	Workshop: Revise a Personal Research Project CCSS.ELA-Literacy.W.9-10.2c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
A	5	The Way to Rainy Mountain	13	Workshop: Revise a Personal Research Project CCSS.ELA-Literacy.W.9-10.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
A	5	The Way to Rainy Mountain	13	Workshop: Revise a Personal Research Project CCSS.ELA-Literacy.W.9-10.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
A	5	The Way to Rainy Mountain	13	Workshop: Revise a Personal Research Project CCSS.ELA-Literacy.W.9-10.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
A	5	The Way to Rainy Mountain	13	Workshop: Revise a Personal Research Project CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	5	The Way to Rainy Mountain	13	Workshop: Revise a Personal Research Project CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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A	5	The Way to Rainy Mountain	14	Workshop: Prepare for a Presentation CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	5	The Way to Rainy Mountain	14	Workshop: Prepare for a Presentation CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A	5	The Way to Rainy Mountain	14	Workshop: Prepare for a Presentation CCSS.ELA-Literacy.SL.9-10.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	5	The Way to Rainy Mountain	14	Workshop: Prepare for a Presentation CCSS.ELA-Literacy.SL.9-10.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
A	5	The Way to Rainy Mountain	14	Workshop: Prepare for a Presentation CCSS.ELA-Literacy.SL.9-10.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
A	5	The Way to Rainy Mountain	14	Workshop: Prepare for a Presentation CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
A	5	The Way to Rainy Mountain	14	Workshop: Prepare for a Presentation CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	5	The Way to Rainy Mountain	14	Workshop: Prepare for a Presentation CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	5	The Way to Rainy Mountain	15	Present a Personal Research Project CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
A	5	The Way to Rainy Mountain	15	Present a Personal Research Project CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

A	5	The Way to Rainy Mountain	16	Unit Review: The Way to Rainy Mountain	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	6	Medium and Message	1	Workshop: Spell Correctly	CCSS.ELA-Literacy.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A	6	Medium and Message	1	Workshop: Spell Correctly	CCSS.ELA-Literacy.L.9-10.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
A	6	Medium and Message	2	Workshop: Text Structures and Multiple Sources	CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	6	Medium and Message	2	Workshop: Text Structures and Multiple Sources	CCSS.ELA-Literacy.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
A	6	Medium and Message	2	Workshop: Text Structures and Multiple Sources	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	6	Medium and Message	2	Workshop: Text Structures and Multiple Sources	CCSS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
A	6	Medium and Message	2	Workshop: Text Structures and Multiple Sources	CCSS.ELA-Literacy.RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
A	6	Medium and Message	2	Workshop: Text Structures and Multiple Sources	CCSS.ELA-Literacy.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
A	6	Medium and Message	3	Structure and Sources: Antibiotic Resistance Threats	CCSS.ELA-Literacy.L.9-10.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	6	Medium and Message	3	Structure and Sources: Antibiotic Resistance Threats	CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	6	Medium and Message	3	Structure and Sources: Antibiotic Resistance Threats	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	6	Medium and Message	3	Structure and Sources: Antibiotic Resistance Threats	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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A	6	Medium and Message	3	Structure and Sources: Antibiotic Resistance Threats	CCSS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
A	6	Medium and Message	3	Structure and Sources: Antibiotic Resistance Threats	CCSS.ELA-Literacy.RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
A	6	Medium and Message	3	Structure and Sources: Antibiotic Resistance Threats	CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A	6	Medium and Message	3	Structure and Sources: Antibiotic Resistance Threats	CCSS.ELA-Literacy.SL.9-10.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	6	Medium and Message	3	Structure and Sources: Antibiotic Resistance Threats	CCSS.ELA-Literacy.SL.9-10.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
A	6	Medium and Message	3	Structure and Sources: Antibiotic Resistance Threats	CCSS.ELA-Literacy.SL.9-10.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
A	6	Medium and Message	3	Structure and Sources: Antibiotic Resistance Threats	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	6	Medium and Message	4	Assignment: Create a Technical Text	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	6	Medium and Message	4	Assignment: Create a Technical Text	CCSS.ELA-Literacy.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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A	6	Medium and Message	4	Assignment: Create a Technical Text	CCSS.ELA-Literacy.W.9-10.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	6	Medium and Message	4	Assignment: Create a Technical Text	CCSS.ELA-Literacy.W.9-10.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	6	Medium and Message	4	Assignment: Create a Technical Text	CCSS.ELA-Literacy.W.9-10.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
A	6	Medium and Message	4	Assignment: Create a Technical Text	CCSS.ELA-Literacy.W.9-10.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
A	6	Medium and Message	5	Workshop: Seminal Works	CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	6	Medium and Message	5	Workshop: Seminal Works	CCSS.ELA-Literacy.RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
A	6	Medium and Message	5	Workshop: Seminal Works	CCSS.ELA-Literacy.RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
A	6	Medium and Message	6	Seminal Works: Jefferson Davis's Speech to the Mississippi Legislature	CCSS.ELA-Literacy.L.9-10.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	6	Medium and Message	6	Seminal Works: Jefferson Davis's Speech to the Mississippi Legislature	CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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A	6	Medium and Message	6	Seminal Works: Jefferson Davis's Speech to the Mississippi Legislature	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	6	Medium and Message	6	Seminal Works: Jefferson Davis's Speech to the Mississippi Legislature	CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	6	Medium and Message	6	Seminal Works: Jefferson Davis's Speech to the Mississippi Legislature	CCSS.ELA-Literacy.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
A	6	Medium and Message	6	Seminal Works: Jefferson Davis's Speech to the Mississippi Legislature	CCSS.ELA-Literacy.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
A	6	Medium and Message	6	Seminal Works: Jefferson Davis's Speech to the Mississippi Legislature	CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A	6	Medium and Message	6	Seminal Works: Jefferson Davis's Speech to the Mississippi Legislature	CCSS.ELA-Literacy.SL.9-10.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	6	Medium and Message	6	Seminal Works: Jefferson Davis's Speech to the Mississippi Legislature	CCSS.ELA-Literacy.SL.9-10.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
A	6	Medium and Message	6	Seminal Works: Jefferson Davis's Speech to the Mississippi Legislature	CCSS.ELA-Literacy.SL.9-10.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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A	6	Medium and Message	6	Seminal Works: Jefferson Davis's Speech to the Mississippi Legislature CCSS.ELA-Literacy.W.9-10.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
A	6	Medium and Message	6	Seminal Works: Jefferson Davis's Speech to the Mississippi Legislature CCSS.ELA-Literacy.W.9-10.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
A	6	Medium and Message	6	Seminal Works: Jefferson Davis's Speech to the Mississippi Legislature CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	6	Medium and Message	6	Seminal Works: Jefferson Davis's Speech to the Mississippi Legislature CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	6	Medium and Message	7	Seminal Works: "Washington's Farewell Address" A CCSS.ELA-Literacy.L.9-10.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	6	Medium and Message	7	Seminal Works: "Washington's Farewell Address" A CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	6	Medium and Message	7	Seminal Works: "Washington's Farewell Address" A CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	6	Medium and Message	7	Seminal Works: "Washington's Farewell Address" A CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	6	Medium and Message	8	Seminal Works: "Washington's Farewell Address" B CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	6	Medium and Message	8	Seminal Works: "Washington's Farewell Address" B CCSS.ELA-Literacy.RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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A	6	Medium and Message	8	Seminal Works: Washington's Farewell Address" B	CCSS.ELA-Literacy.RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
A	6	Medium and Message	9	Workshop: Relative and Adverb Clauses	CCSS.ELA-Literacy.L.9-10.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
A	6	Medium and Message	9	Workshop: Relative and Adverb Clauses	CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	6	Medium and Message	10	Assignment: Write an Argument	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	6	Medium and Message	10	Assignment: Write an Argument	CCSS.ELA-Literacy.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
A	6	Medium and Message	10	Assignment: Write an Argument	CCSS.ELA-Literacy.W.9-10.10	Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	6	Medium and Message	10	Assignment: Write an Argument	CCSS.ELA-Literacy.W.9-10.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
A	6	Medium and Message	10	Assignment: Write an Argument	CCSS.ELA-Literacy.W.9-10.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
A	6	Medium and Message	10	Assignment: Write an Argument	CCSS.ELA-Literacy.W.9-10.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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A	6	Medium and Message	10	Assignment: Write an Argument	CCSS.ELA-Literacy.W.9-10.1e Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
A	6	Medium and Message	10	Assignment: Write an Argument	CCSS.ELA-Literacy.W.9-10.2d Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
A	6	Medium and Message	11	Your Choice	N/A Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
A	6	Medium and Message	12	Unit Review: Medium and Message	CCSS.ELA-Literacy.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
A	6	Medium and Message	13	Unit Test: Medium and Message	Multiple All assessed standards covered in this unit
A	7	English 9 Semester A Test, Parts 1 and 2	1	English 9 Semester A Test, Parts 1 and 2	Multiple All assessed standards covered by this point in the course
A	7	English 9 Semester A Test, Parts 1 and 2	2	Your Choice	N/A Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
A	8	Skills Center: Reading	1	Foundations	CCSS.ELA-Literacy.L.9-10.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
A	8	Skills Center: Reading	2	Textual Analysis	CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	8	Skills Center: Reading	3	Key Ideas and Details: Literature	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	8	Skills Center: Reading	4	Key Ideas and Details: Informational Text	CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	8	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.L.9-10.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

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A	8	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	8	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
A	8	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
A	9	Skills Center: Speaking and Listening	1	Presenting	CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
A	9	Skills Center: Speaking and Listening	1	Presenting	CCSS.ELA-Literacy.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
A	9	Skills Center: Speaking and Listening	1	Presenting	CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
A	9	Skills Center: Speaking and Listening	1	Presenting	CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
A	9	Skills Center: Speaking and Listening	1	Presenting	CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	9	Skills Center: Speaking and Listening	1	Presenting	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	9	Skills Center: Speaking and Listening	1	Presenting	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	9	Skills Center: Speaking and Listening	1	Presenting	CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
A	9	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
A	9	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
A	9	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A	9	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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A	9	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1b	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
A	9	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
A	9	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
A	10	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	10	Skills Center: Writing	2	Argument	CCSS.ELA-Literacy.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
A	10	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
A	10	Skills Center: Writing	4	Narrative Writing	CCSS.ELA-Literacy.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
A	10	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	10	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
A	11	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A	11	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.

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B	1	Arguments and Speeches	1	Workshop that Analyzes Fallacious Reasoning	CCSS.ELA-Literacy.RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
B	1	Arguments and Speeches	2	Arguments and Reasoning: "The American Promise"	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	1	Arguments and Speeches	2	Arguments and Reasoning: "The American Promise"	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	1	Arguments and Speeches	2	Arguments and Reasoning: "The American Promise"	CCSS.ELA-Literacy.RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
B	1	Arguments and Speeches	3	Arguments and Reasoning: "Ain't I a Woman?"	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	1	Arguments and Speeches	3	Arguments and Reasoning: "Ain't I a Woman?"	CCSS.ELA-Literacy.RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
B	1	Arguments and Speeches	3	Arguments and Reasoning: "Ain't I a Woman?"	CCSS.ELA-Literacy.SL.9-10.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B	1	Arguments and Speeches	3	Arguments and Reasoning: "Ain't I a Woman?"	CCSS.ELA-Literacy.SL.9-10.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
B	1	Arguments and Speeches	3	Arguments and Reasoning: "Ain't I a Woman?"	CCSS.ELA-Literacy.SL.9-10.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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B	1	Arguments and Speeches	3	Argument: "Has the 'Man Woman'?"	CCSS.ELA-Literacy.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
B	1	Arguments and Speeches	4	Workshop: Analyze a Speaker's Argument	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	1	Arguments and Speeches	4	Workshop: Analyze a Speaker's Argument	CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
B	1	Arguments and Speeches	5	Speaker's Argument: "Remarks on East-West Relations at the Brandenburg Gate in West Berlin"	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	1	Arguments and Speeches	5	Speaker's Argument: "Remarks on East-West Relations at the Brandenburg Gate in West Berlin"	CCSS.ELA-Literacy.RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
B	1	Arguments and Speeches	5	Speaker's Argument: "Remarks on East-West Relations at the Brandenburg Gate in West Berlin"	CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
B	1	Arguments and Speeches	6	Assignment: Evaluate a Speaker	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	1	Arguments and Speeches	6	Assignment: Evaluate a Speaker	CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
B	1	Arguments and Speeches	6	Assignment: Evaluate a Speaker	CCSS.ELA-Literacy.W.9-10.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9—10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
B	1	Arguments and Speeches	7	Assignment: Profile	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	1	Arguments and Speeches	7	Assignment: Profile	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	1	Arguments and Speeches	8	Workshop: Parallel Structure	CCSS.ELA-Literacy.L.9-10.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure.

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B	1	Arguments and Speeches	9	Workshop: "Give Me Liberty, or Give Me Death!"	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	1	Arguments and Speeches	10	Rhetoric: "Give Me Liberty, or Give Me Death!"	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	1	Arguments and Speeches	10	Rhetoric: "Give Me Liberty, or Give Me Death!"	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	1	Arguments and Speeches	10	Rhetoric: "Give Me Liberty, or Give Me Death!"	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	1	Arguments and Speeches	10	Rhetoric: "Give Me Liberty, or Give Me Death!"	CCSS.ELA-Literacy.RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
B	1	Arguments and Speeches	10	Rhetoric: "Give Me Liberty, or Give Me Death!"	CCSS.ELA-Literacy.SL.9-10.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
B	1	Arguments and Speeches	10	Rhetoric: "Give Me Liberty, or Give Me Death!"	CCSS.ELA-Literacy.SL.9-10.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
B	1	Arguments and Speeches	11	Rhetoric: "What to the Slave Is the Fourth of July?" A	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	1	Arguments and Speeches	11	Rhetoric: "What to the Slave Is the Fourth of July?" A	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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B	1	Arguments and Speeches	12	Rhetoric: "What to the Slave Is the Fourth of July?" B	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	1	Arguments and Speeches	12	Rhetoric: "What to the Slave Is the Fourth of July?" B	CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	1	Arguments and Speeches	12	Rhetoric: "What to the Slave Is the Fourth of July?" B	CCSS.ELA-Literacy.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
B	1	Arguments and Speeches	13	Assignment: Write an Evaluation of an Argument	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	1	Arguments and Speeches	13	Assignment: Write an Evaluation of an Argument	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	1	Arguments and Speeches	13	Assignment: Write an Evaluation of an Argument	CCSS.ELA-Literacy.W.9-10.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9—10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
B	1	Arguments and Speeches	14	Workshop: Formal vs. Informal Language	CCSS.ELA-Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
B	1	Arguments and Speeches	15	Unit Review: Arguments and Speeches	CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	1	Arguments and Speeches	15	Unit Review: Arguments and Speeches	CCSS.ELA-Literacy.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
B	1	Arguments and Speeches	16	Unit Test: Arguments and Speeches	Multiple All assessed standards covered in this unit
B	1	Arguments and Speeches	17	Workshop: Plan a Speech	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	1	Arguments and Speeches	17	Workshop: Plan a Speech	CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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B	1	Arguments and Speeches	17	Workshop: Plan a Speech	CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	1	Arguments and Speeches	18	Workshop: Craft a Speech	CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
B	1	Arguments and Speeches	19	Workshop: Revise a Speech	CCSS.ELA-Literacy.SL.9-10.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
B	1	Arguments and Speeches	19	Workshop: Revise a Speech	CCSS.ELA-Literacy.SL.9-10.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
B	1	Arguments and Speeches	19	Workshop: Revise a Speech	CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
B	1	Arguments and Speeches	20	Your Choice	N/A Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
B	1	Arguments and Speeches	21	Workshop: Practice a Speech	CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
B	1	Arguments and Speeches	21	Workshop: Practice a Speech	CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
B	1	Arguments and Speeches	21	Workshop: Practice a Speech	CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	1	Arguments and Speeches	22	Workshop: Present a Speech	CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
B	1	Arguments and Speeches	22	Workshop: Present a Speech	CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
B	1	Arguments and Speeches	22	Workshop: Present a Speech	CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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B	2	The Power of Language	1	Workshop: Misplaced and Dangling Modifiers CCSS.ELA-Literacy.L.9-10.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
B	2	The Power of Language	1	Workshop: Misplaced and Dangling Modifiers CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	2	The Power of Language	1	Workshop: Misplaced and Dangling Modifiers CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	2	The Power of Language	2	Workshop: Figures of Speech and Language Creates Effects CCSS.ELA-Literacy.L.9-10.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B	2	The Power of Language	2	Workshop: Figures of Speech and Language Creates Effects CCSS.ELA-Literacy.L.9-10.5b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
B	2	The Power of Language	2	Workshop: Figures of Speech and Language Creates Effects CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
B	2	The Power of Language	2	Workshop: Figures of Speech and Language Creates Effects CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	2	The Power of Language	3	Effects of Language: "The Masque of the Red Death" CCSS.ELA-Literacy.L.9-10.5b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
B	2	The Power of Language	3	Effects of Language: "The Masque of the Red Death" CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
B	2	The Power of Language	3	Effects of Language: "The Masque of the Red Death" CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	2	The Power of Language	3	Effects of Language: "The Masque of the Red Death" CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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B	2	The Power of Language	4	Effects of Language: "Incident" and "Afternoon in School — The Last Lesson"	CCSS.ELA-Literacy.L.9-10.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B	2	The Power of Language	4	Effects of Language: "Incident" and "Afternoon in School — The Last Lesson"	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	2	The Power of Language	4	Effects of Language: "Incident" and "Afternoon in School — The Last Lesson"	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	2	The Power of Language	4	Effects of Language: "Incident" and "Afternoon in School — The Last Lesson"	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	2	The Power of Language	4	Effects of Language: "Incident" and "Afternoon in School — The Last Lesson"	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	2	The Power of Language	5	Your Choice	N/A	Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
B	2	The Power of Language	6	Workshop: Rhetoric Develops Purpose and Viewpoint	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	2	The Power of Language	6	Workshop: Rhetoric Develops Purpose and Viewpoint	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	2	The Power of Language	6	Workshop: Rhetoric Develops Purpose and Viewpoint	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	2	The Power of Language	6	Workshop: Rhetoric Develops Purpose and Viewpoint	CCSS.ELA-Literacy.RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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B	2	The Power of Language	6	Workshop: Rhetoric Develops Purpose and Viewpoint	CCSS.ELA-Literacy.RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
B	2	The Power of Language	7	Rhetoric: Purpose and Viewpoint: "A Quilt of a Country"	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	2	The Power of Language	7	Rhetoric: Purpose and Viewpoint: "A Quilt of a Country"	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	2	The Power of Language	7	Rhetoric: Purpose and Viewpoint: "A Quilt of a Country"	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	2	The Power of Language	7	Rhetoric: Purpose and Viewpoint: "A Quilt of a Country"	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	2	The Power of Language	7	Rhetoric: Purpose and Viewpoint: "A Quilt of a Country"	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	2	The Power of Language	8	Rhetoric: Purpose and Viewpoint: "Here Is New York"	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	2	The Power of Language	8	Rhetoric: Purpose and Viewpoint: "Here Is New York"	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	2	The Power of Language	8	Rhetoric: Purpose and Viewpoint: "Here Is New York"	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	2	The Power of Language	8	Rhetoric: Purpose and Viewpoint: "Here Is New York"	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	2	The Power of Language	9	Assignment: Write a Summary of an Informational Text	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	2	The Power of Language	9	Assignment: Write a Summary of an Informational Text	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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B	2	The Power of Language	10	Unit Review: The Power of Language	CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	2	The Power of Language	11	Unit Test: The Power of Language	Multiple All assessed standards covered in this unit
B	2	The Power of Language	12	Workshop: Media Project	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
B	2	The Power of Language	12	Workshop: Media Project	CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	2	The Power of Language	13	Workshop: Craft a Media Project	CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
B	2	The Power of Language	13	Workshop: Craft a Media Project	CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
B	2	The Power of Language	13	Workshop: Craft a Media Project	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	2	The Power of Language	13	Workshop: Craft a Media Project	CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	2	The Power of Language	14	Workshop: Revise a Media Project	CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
B	2	The Power of Language	14	Workshop: Revise a Media Project	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	2	The Power of Language	14	Workshop: Revise a Media Project	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	2	The Power of Language	14	Workshop: Revise a Media Project	CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	3	A Midsummer Night's Dream	1	Workshop: Verify Definitions of Unfamiliar Words or Phrases	CCSS.ELA-Literacy.L.9-10.4d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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B	3	A Midsummer Night's Dream	2	Workshop: Drama and Shakespeare CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	3	A Midsummer Night's Dream	2	Workshop: Drama and Shakespeare CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	3	A Midsummer Night's Dream	2	Workshop: Drama and Shakespeare CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
B	3	A Midsummer Night's Dream	3	A Midsummer Night's Dream A CCSS.ELA-Literacy.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies.
B	3	A Midsummer Night's Dream	3	A Midsummer Night's Dream A CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	3	A Midsummer Night's Dream	3	A Midsummer Night's Dream A CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	3	A Midsummer Night's Dream	3	A Midsummer Night's Dream A CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	3	A Midsummer Night's Dream	4	A Midsummer Night's Dream B CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	3	A Midsummer Night's Dream	4	A Midsummer Night's Dream B CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	3	A Midsummer Night's Dream	5	A Midsummer Night's Dream C CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	3	A Midsummer Night's Dream	5	A Midsummer Night's Dream C CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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B	3	A Midsummer Night's Dream	5	A Midsummer Night's Dream E	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
B	3	A Midsummer Night's Dream	6	A Midsummer Night's Dream D	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
B	3	A Midsummer Night's Dream	6	A Midsummer Night's Dream D	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	3	A Midsummer Night's Dream	6	A Midsummer Night's Dream D	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	3	A Midsummer Night's Dream	7	A Midsummer Night's Dream E	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
B	3	A Midsummer Night's Dream	7	A Midsummer Night's Dream E	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	3	A Midsummer Night's Dream	7	A Midsummer Night's Dream E	CCSS.ELA-Literacy.SL.9-10.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B	3	A Midsummer Night's Dream	7	A Midsummer Night's Dream E	CCSS.ELA-Literacy.SL.9-10.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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B	3	A Midsummer Night's Dream	7	A Midsummer Night's Dream E	CCSS.ELA-Literacy.SL.9-10.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
B	3	A Midsummer Night's Dream	8	Your Choice	N/A Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
B	3	A Midsummer Night's Dream	9	A Midsummer Night's Dream F	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
B	3	A Midsummer Night's Dream	9	A Midsummer Night's Dream F	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	3	A Midsummer Night's Dream	10	A Midsummer Night's Dream G	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	3	A Midsummer Night's Dream	10	A Midsummer Night's Dream G	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	3	A Midsummer Night's Dream	10	A Midsummer Night's Dream G	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
B	3	A Midsummer Night's Dream	11	Workshop: Shakespeare Transforms Sources	CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
B	3	A Midsummer Night's Dream	12	Transform Sources: "Pyramus and Thisbe"	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
B	3	A Midsummer Night's Dream	12	Transform Sources: "Pyramus and Thisbe"	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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B	3	A Midsummer Night's Dream	12	Transform Sources: Hyacinth and Thisbe CCSS.ELA-Literacy.RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
B	3	A Midsummer Night's Dream	13	Workshop: Write a Transforming-Sources Essay CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
B	3	A Midsummer Night's Dream	13	Workshop: Write a Transforming-Sources Essay CCSS.ELA-Literacy.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
B	3	A Midsummer Night's Dream	13	Workshop: Write a Transforming-Sources Essay CCSS.ELA-Literacy.W.9-10.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B	3	A Midsummer Night's Dream	13	Workshop: Write a Transforming-Sources Essay CCSS.ELA-Literacy.W.9-10.2c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
B	3	A Midsummer Night's Dream	13	Workshop: Write a Transforming-Sources Essay CCSS.ELA-Literacy.W.9-10.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
B	3	A Midsummer Night's Dream	13	Workshop: Write a Transforming-Sources Essay CCSS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
B	3	A Midsummer Night's Dream	13	Workshop: Write a Transforming-Sources Essay CCSS.ELA-Literacy.W.9-10.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
B	4	Informational Works	1	Workshop: Vocabulary Reference Materials CCSS.ELA-Literacy.L.9-10.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

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B	4	Informational Works	2	Workshop: Journalism and Research Develop Ideas	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	4	Informational Works	2	Workshop: Journalism and Research Develop Ideas	CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
B	4	Informational Works	2	Workshop: Journalism and Research Develop Ideas	CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	4	Informational Works	2	Workshop: Journalism and Research Develop Ideas	CCSS.ELA-Literacy.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
B	4	Informational Works	3	Journalism and Research: Ten Days in a Mad-House	CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	4	Informational Works	3	Journalism and Research: Ten Days in a Mad-House	CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
B	4	Informational Works	3	Journalism and Research: Ten Days in a Mad-House	CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	4	Informational Works	3	Journalism and Research: Ten Days in a Mad-House	CCSS.ELA-Literacy.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
B	4	Informational Works	3	Journalism and Research: Ten Days in a Mad-House	CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	4	Informational Works	3	Journalism and Research: Ten Days in a Mad-House	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	4	Informational Works	3	Journalism and Research: Ten Days in a Mad-House	CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	4	Informational Works	4	Workshop: Semicolons	CCSS.ELA-Literacy.L.9-10.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

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B	4	Informational Works	5	Workshop: Plan a Research Project	<p>CCSS.ELA-Literacy.RI.9-10.10</p> <p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.</p>
B	4	Informational Works	5	Workshop: Plan a Research Project	<p>CCSS.ELA-Literacy.SL.9-10.1c</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>
B	4	Informational Works	5	Workshop: Plan a Research Project	<p>CCSS.ELA-Literacy.W.9-10.5</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
B	4	Informational Works	5	Workshop: Plan a Research Project	<p>CCSS.ELA-Literacy.W.9-10.6</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
B	4	Informational Works	5	Workshop: Plan a Research Project	<p>CCSS.ELA-Literacy.W.9-10.7</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
B	4	Informational Works	5	Workshop: Plan a Research Project	<p>CCSS.ELA-Literacy.W.9-10.8</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
B	4	Informational Works	6	Your Choice	<p>N/A</p> <p>Students may use this lesson time to do any of the following:</p> <ul style="list-style-type: none"> Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
B	4	Informational Works	7	Workshop: Conduct Research A	<p>CCSS.ELA-Literacy.L.9-10.3a</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</p>
B	4	Informational Works	7	Workshop: Conduct Research A	<p>CCSS.ELA-Literacy.RI.9-10.10</p> <p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.</p>

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B	4	Informational Works	7	Workshop: Conduct Research A	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	4	Informational Works	7	Workshop: Conduct Research A	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	4	Informational Works	7	Workshop: Conduct Research A	CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	4	Informational Works	7	Workshop: Conduct Research A	CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	4	Informational Works	8	Workshop: Conduct Research B	CCSS.ELA-Literacy.L.9-10.3a Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
B	4	Informational Works	8	Workshop: Conduct Research B	CCSS.ELA-Literacy.SL.9-10.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
B	4	Informational Works	8	Workshop: Conduct Research B	CCSS.ELA-Literacy.W.9-10.1a Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B	4	Informational Works	8	Workshop: Conduct Research B	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	4	Informational Works	8	Workshop: Conduct Research B	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	4	Informational Works	8	Workshop: Conduct Research B	CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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B	4	Informational Works	8	Workshop: Conduct Research B CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	4	Informational Works	9	Workshop: Draft a Research Project A CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
B	4	Informational Works	9	Workshop: Draft a Research Project A CCSS.ELA-Literacy.W.9-10.10	Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	4	Informational Works	9	Workshop: Draft a Research Project A CCSS.ELA-Literacy.W.9-10.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B	4	Informational Works	9	Workshop: Draft a Research Project A CCSS.ELA-Literacy.W.9-10.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
B	4	Informational Works	9	Workshop: Draft a Research Project A CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	4	Informational Works	9	Workshop: Draft a Research Project A CCSS.ELA-Literacy.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	4	Informational Works	9	Workshop: Draft a Research Project A CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	4	Informational Works	9	Workshop: Draft a Research Project A CCSS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
B	4	Informational Works	10	Workshop: Draft a Research Project B CCSS.ELA-Literacy.L.9-10.3a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

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B	4	Informational Works	10	Workshop: Draft a Research Project B	CCSS.ELA-Literacy.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
B	4	Informational Works	10	Workshop: Draft a Research Project B	CCSS.ELA-Literacy.W.9-10.10	Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	4	Informational Works	10	Workshop: Draft a Research Project B	CCSS.ELA-Literacy.W.9-10.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B	4	Informational Works	10	Workshop: Draft a Research Project B	CCSS.ELA-Literacy.W.9-10.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
B	4	Informational Works	10	Workshop: Draft a Research Project B	CCSS.ELA-Literacy.W.9-10.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
B	4	Informational Works	10	Workshop: Draft a Research Project B	CCSS.ELA-Literacy.W.9-10.1e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	4	Informational Works	10	Workshop: Draft a Research Project B	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	4	Informational Works	10	Workshop: Draft a Research Project B	CCSS.ELA-Literacy.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	4	Informational Works	10	Workshop: Draft a Research Project B	CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	4	Informational Works	10	Workshop: Draft a Research Project B	CCSS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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B	4	Informational Works	11	Workshop: Revise and Proofread a Research Project CCSS.ELA-Literacy.L.9-10.3a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
B	4	Informational Works	11	Workshop: Revise and Proofread a Research Project CCSS.ELA-Literacy.W.9-10.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B	4	Informational Works	11	Workshop: Revise and Proofread a Research Project CCSS.ELA-Literacy.W.9-10.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
B	4	Informational Works	11	Workshop: Revise and Proofread a Research Project CCSS.ELA-Literacy.W.9-10.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
B	4	Informational Works	11	Workshop: Revise and Proofread a Research Project CCSS.ELA-Literacy.W.9-10.1d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
B	4	Informational Works	11	Workshop: Revise and Proofread a Research Project CCSS.ELA-Literacy.W.9-10.1e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	4	Informational Works	11	Workshop: Revise and Proofread a Research Project CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	4	Informational Works	11	Workshop: Revise and Proofread a Research Project CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	5	Cultural Perspectives	1	Workshop: Cultural Viewpoints and Experience CCSS.ELA-Literacy.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
B	5	Cultural Perspectives	1	Workshop: Cultural Viewpoints and Experience CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	5	Cultural Perspectives	1	Workshop: Cultural Viewpoints and Experience CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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B	5	Cultural Perspectives	2	Culture and Literature: "The Harvest"	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	5	Cultural Perspectives	2	Culture and Literature: "The Harvest"	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	5	Cultural Perspectives	2	Culture and Literature: "The Harvest"	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	5	Cultural Perspectives	2	Culture and Literature: "The Harvest"	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	5	Cultural Perspectives	2	Culture and Literature: "The Harvest"	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
B	5	Cultural Perspectives	2	Culture and Literature: "The Harvest"	CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
B	5	Cultural Perspectives	3	Culture and Literature: "The Man to Send Rainclouds"	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	5	Cultural Perspectives	3	Culture and Literature: "The Man to Send Rainclouds"	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	5	Cultural Perspectives	3	Culture and Literature: "The Man to Send Rainclouds"	CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
B	5	Cultural Perspectives	3	Culture and Literature: "The Man to Send Rainclouds"	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	5	Cultural Perspectives	3	Culture and Literature: "The Man to Send Rainclouds"	CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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B	5	Cultural Perspectives	3	Culture and Literature: "The Man to Send Rainclouds"	CCSS.ELA-Literacy.SL.9-10.1a	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
B	5	Cultural Perspectives	3	Culture and Literature: "The Man to Send Rainclouds"	CCSS.ELA-Literacy.SL.9-10.1c	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>
B	5	Cultural Perspectives	3	Culture and Literature: "The Man to Send Rainclouds"	CCSS.ELA-Literacy.SL.9-10.1d	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
B	5	Cultural Perspectives	3	Culture and Literature: "The Man to Send Rainclouds"	CCSS.ELA-Literacy.SL.9-10.2	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
B	5	Cultural Perspectives	4	Culture and Literature: "I Explain a Few Things" and "The Space"	CCSS.ELA-Literacy.RL.9-10.10	<p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
B	5	Cultural Perspectives	4	Culture and Literature: "I Explain a Few Things" and "The Space"	CCSS.ELA-Literacy.RL.9-10.2	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
B	5	Cultural Perspectives	4	Culture and Literature: "I Explain a Few Things" and "The Space"	CCSS.ELA-Literacy.RL.9-10.4	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>
B	5	Cultural Perspectives	4	Culture and Literature: "I Explain a Few Things" and "The Space"	CCSS.ELA-Literacy.RL.9-10.5	<p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>
B	5	Cultural Perspectives	4	Culture and Literature: "I Explain a Few Things" and "The Space"	CCSS.ELA-Literacy.RL.9-10.6	<p>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>

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B	5	Cultural Perspectives	5	Culture and Literature: "My Aunt Gold Teeth"	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	5	Cultural Perspectives	5	Culture and Literature: "My Aunt Gold Teeth"	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	5	Cultural Perspectives	5	Culture and Literature: "My Aunt Gold Teeth"	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	5	Cultural Perspectives	5	Culture and Literature: "My Aunt Gold Teeth"	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	5	Cultural Perspectives	5	Culture and Literature: "My Aunt Gold Teeth"	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
B	5	Cultural Perspectives	5	Culture and Literature: "My Aunt Gold Teeth"	CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
B	5	Cultural Perspectives	6	Workshop: Colons	CCSS.ELA-Literacy.L.9-10.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a colon to introduce a list or quotation.
B	5	Cultural Perspectives	7	Assignment: Write About Culture or Setting	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	5	Cultural Perspectives	7	Assignment: Write About Culture or Setting	CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
B	5	Cultural Perspectives	7	Assignment: Write About Culture or Setting	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	5	Cultural Perspectives	7	Assignment: Write About Culture or Setting	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	5	Cultural Perspectives	7	Assignment: Write About Culture or Setting	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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B	5	Cultural Perspectives	7	Assignment: Write About Culture or Setting	CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	5	Cultural Perspectives	7	Assignment: Write About Culture or Setting	CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	5	Cultural Perspectives	7	Assignment: Write About Culture or Setting	CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
B	5	Cultural Perspectives	8	Unit Review: Cultural Perspectives	CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
B	5	Cultural Perspectives	9	Unit Test: Cultural Perspectives	Multiple All assessed standards covered in this unit
B	6	The Alchemist	1	Workshop: Read Longer Works	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
B	6	The Alchemist	1	Workshop: Read Longer Works	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	6	The Alchemist	1	Workshop: Read Longer Works	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
B	6	The Alchemist	1	Workshop: Read Longer Works	CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	6	The Alchemist	1	Workshop: Read Longer Works	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	6	The Alchemist	2	The Alchemist A	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
B	6	The Alchemist	2	The Alchemist A	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	6	The Alchemist	2	The Alchemist A	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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B	6	The Alchemist	3	The Alchemist B	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
B	6	The Alchemist	3	The Alchemist B	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	6	The Alchemist	4	The Alchemist C	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	6	The Alchemist	4	The Alchemist C	CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
B	6	The Alchemist	4	The Alchemist C	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	6	The Alchemist	5	Your Choice	N/A	Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
B	6	The Alchemist	6	The Alchemist D	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
B	6	The Alchemist	6	The Alchemist D	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	6	The Alchemist	6	The Alchemist D	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	6	The Alchemist	7	The Alchemist E	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	6	The Alchemist	7	The Alchemist E	CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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B	6	The Alchemist	7	The Alchemist E CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	6	The Alchemist	8	Workshop: Plan a Literary Analysis Essay CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
B	6	The Alchemist	8	Workshop: Plan a Literary Analysis Essay CCSS.ELA-Literacy.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
B	6	The Alchemist	8	Workshop: Plan a Literary Analysis Essay CCSS.ELA-Literacy.W.9-10.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B	6	The Alchemist	8	Workshop: Plan a Literary Analysis Essay CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	6	The Alchemist	8	Workshop: Plan a Literary Analysis Essay CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	6	The Alchemist	8	Workshop: Plan a Literary Analysis Essay CCSS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
B	6	The Alchemist	9	Workshop: Draft a Literary Analysis Essay A CCSS.ELA-Literacy.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
B	6	The Alchemist	9	Workshop: Draft a Literary Analysis Essay A CCSS.ELA-Literacy.W.9-10.10	Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	6	The Alchemist	9	Workshop: Draft a Literary Analysis Essay A CCSS.ELA-Literacy.W.9-10.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B	6	The Alchemist	9	Workshop: Draft a Literary Analysis Essay A CCSS.ELA-Literacy.W.9-10.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
B	6	The Alchemist	9	Workshop: Draft a Literary Analysis Essay A CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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B	6	The Alchemist	9	Workshop: Draft a Literary Analysis Essay A CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	6	The Alchemist	9	Workshop: Draft a Literary Analysis Essay A CCSS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
B	6	The Alchemist	10	Workshop: Draft a Literary Analysis Essay B CCSS.ELA-Literacy.W.9-10.10	Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	6	The Alchemist	10	Workshop: Draft a Literary Analysis Essay B CCSS.ELA-Literacy.W.9-10.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B	6	The Alchemist	10	Workshop: Draft a Literary Analysis Essay B CCSS.ELA-Literacy.W.9-10.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
B	6	The Alchemist	10	Workshop: Draft a Literary Analysis Essay B CCSS.ELA-Literacy.W.9-10.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
B	6	The Alchemist	10	Workshop: Draft a Literary Analysis Essay B CCSS.ELA-Literacy.W.9-10.1e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	6	The Alchemist	10	Workshop: Draft a Literary Analysis Essay B CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	6	The Alchemist	10	Workshop: Draft a Literary Analysis Essay B CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	6	The Alchemist	10	Workshop: Draft a Literary Analysis Essay B CCSS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
B	6	The Alchemist	11	Workshop: Revise a Literary Analysis Essay CCSS.ELA-Literacy.W.9-10.1d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
B	6	The Alchemist	11	Workshop: Revise a Literary Analysis Essay CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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B	6	The Alchemist	11	Workshop: Revise a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	6	The Alchemist	11	Workshop: Revise a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	6	The Alchemist	11	Workshop: Revise a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	6	The Alchemist	11	Workshop: Revise a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	6	The Alchemist	11	Workshop: Revise a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
B	7	English 9 Semesters A and B Tests	1	English 9 Semester A Test, Parts 1 and 2	Multiple	All assessed standards covered by this point in the course
B	7	English 9 Semesters A and B Tests	2	Your Choice	N/A	Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
B	7	English 9 Semesters A and B Tests	3	English 9 Semester B Test, Parts 1 and 2	Multiple	All assessed standards covered by this point in the course
B	7	English 9 Semesters A and B Tests	4	Your Choice	N/A	Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
B	8	Skills Center: Reading	1	Foundations	CCSS.ELA-Literacy.L.9-10.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B	8	Skills Center: Reading	2	Textual Analysis	CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	8	Skills Center: Reading	3	Key Ideas and Details: Literature	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	8	Skills Center: Reading	4	Key Ideas and Details: Informational Text	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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B	8	Skills Center: Reading	5	Use of Language CCSS.ELA-Literacy.L.9-10.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B	8	Skills Center: Reading	6	Craft and Structure: Literature CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	8	Skills Center: Reading	7	Craft and Structure: Informational Texts CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	8	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts CCSS.ELA-Literacy.RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
B	9	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
B	9	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
B	9	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
B	9	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
B	9	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	9	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	9	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	9	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	9	Skills Center: Speaking and Listening	2	Listening CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	9	Skills Center: Speaking and Listening	2	Listening CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
B	9	Skills Center: Speaking and Listening	3	Participating in Discussions CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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B	9	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B	9	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1b Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
B	9	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
B	9	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
B	10	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	10	Skills Center: Writing	2	Argument	CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
B	10	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
B	10	Skills Center: Writing	4	Narrative Writing	CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
B	10	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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B	10	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	11	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
B	11	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.

Stride		Common Core ELA Standards for Grades 9-10 Attachment 28 - ACAD Compared to ENG208E2 Summit English 10				
Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Narrative Techniques and Structure	1	Workshop: Vocabulary in Context	CCSS.ELA-Literacy.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies.
A	1	Narrative Techniques and Structure	1	Workshop: Vocabulary in Context	CCSS.ELA-Literacy.L.9-10.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	1	Narrative Techniques and Structure	2	Workshop: Authors Craft Stories	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	1	Narrative Techniques and Structure	2	Workshop: Authors Craft Stories	CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Narrative Techniques and Structure	2	Workshop: Authors Craft Stories	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	1	Narrative Techniques and Structure	3	Author's Craft: "After Twenty Years"	CCSS.ELA-Literacy.L.9-10.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	1	Narrative Techniques and Structure	3	Author's Craft: "After Twenty Years"	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	1	Narrative Techniques and Structure	3	Author's Craft: "After Twenty Years"	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	1	Narrative Techniques and Structure	3	Author's Craft: "After Twenty Years"	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

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A	1	Narrative Techniques and Structure	4	Workshop: Write a Summary	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	1	Narrative Techniques and Structure	4	Workshop: Write a Summary	CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	1	Narrative Techniques and Structure	4	Workshop: Write a Summary	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	1	Narrative Techniques and Structure	4	Workshop: Write a Summary	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	1	Narrative Techniques and Structure	5	Assignment: Profile	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	1	Narrative Techniques and Structure	6	Workshop: Narrators and Their Importance	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	1	Narrative Techniques and Structure	6	Workshop: Narrators and Their Importance	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	1	Narrative Techniques and Structure	7	Narrator: "The Pit and the Pendulum"	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	1	Narrative Techniques and Structure	7	Narrator: "The Pit and the Pendulum"	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	1	Narrative Techniques and Structure	7	Narrator: "The Pit and the Pendulum"	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	1	Narrative Techniques and Structure	7	Narrator: "The Pit and the Pendulum"	CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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A	1	Narrative Techniques and Structure	7	Narrator: "The Pit and the Pendulum"	CCSS.ELA-Literacy.SL.9-10.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
A	1	Narrative Techniques and Structure	7	Narrator: "The Pit and the Pendulum"	CCSS.ELA-Literacy.SL.9-10.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
A	1	Narrative Techniques and Structure	8	Unit Review: Narrative Techniques and Structure	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	1	Narrative Techniques and Structure	9	Unit Test: Narrative Techniques and Structure	Multiple All assessed standards covered in this unit
A	1	Narrative Techniques and Structure	10	Workshop: Write a Personal Narrative	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	1	Narrative Techniques and Structure	10	Workshop: Write a Personal Narrative	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	1	Narrative Techniques and Structure	10	Workshop: Write a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
A	1	Narrative Techniques and Structure	10	Workshop: Write a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3a Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

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A	1	Narrative Techniques and Structure	10	Workshop: Write a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3b Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
A	1	Narrative Techniques and Structure	10	Workshop: Write a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3c Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
A	1	Narrative Techniques and Structure	10	Workshop: Write a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3d Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
A	1	Narrative Techniques and Structure	10	Workshop: Write a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
A	1	Narrative Techniques and Structure	10	Workshop: Write a Personal Narrative	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Narrative Techniques and Structure	10	Workshop: Write a Personal Narrative	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	1	Narrative Techniques and Structure	10	Workshop: Write a Personal Narrative	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	1	Narrative Techniques and Structure	11	Brainstorm a Topic for a Personal Narrative	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	1	Narrative Techniques and Structure	11	Brainstorm a Topic for a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
A	1	Narrative Techniques and Structure	11	Brainstorm a Topic for a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3a Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

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A	1	Narrative Techniques and Structure	11	Brainstorm a Topic for a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3b	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
A	1	Narrative Techniques and Structure	11	Brainstorm a Topic for a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3c	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
A	1	Narrative Techniques and Structure	11	Brainstorm a Topic for a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3d	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
A	1	Narrative Techniques and Structure	11	Brainstorm a Topic for a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3e	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
A	1	Narrative Techniques and Structure	11	Brainstorm a Topic for a Personal Narrative	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Narrative Techniques and Structure	11	Brainstorm a Topic for a Personal Narrative	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	1	Narrative Techniques and Structure	11	Brainstorm a Topic for a Personal Narrative	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	1	Narrative Techniques and Structure	12	Plan a Personal Narrative	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	1	Narrative Techniques and Structure	12	Plan a Personal Narrative	CCSS.ELA-Literacy.W.9-10.10	Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	1	Narrative Techniques and Structure	12	Plan a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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A	1	Narrative Techniques and Structure	12	Plan a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3a	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
A	1	Narrative Techniques and Structure	12	Plan a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3b	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
A	1	Narrative Techniques and Structure	12	Plan a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3c	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
A	1	Narrative Techniques and Structure	12	Plan a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3d	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
A	1	Narrative Techniques and Structure	12	Plan a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3e	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
A	1	Narrative Techniques and Structure	12	Plan a Personal Narrative	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Narrative Techniques and Structure	12	Plan a Personal Narrative	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	1	Narrative Techniques and Structure	12	Plan a Personal Narrative	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	1	Narrative Techniques and Structure	13	Draft a Personal Narrative	CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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A	1	Narrative Techniques and Structure	13	Draft a Personal Narrative	<p>CCSS.ELA-Literacy.SL.9-10.1c</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>
A	1	Narrative Techniques and Structure	13	Draft a Personal Narrative	<p>CCSS.ELA-Literacy.SL.9-10.1d</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
A	1	Narrative Techniques and Structure	13	Draft a Personal Narrative	<p>CCSS.ELA-Literacy.W.9-10.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
A	1	Narrative Techniques and Structure	13	Draft a Personal Narrative	<p>CCSS.ELA-Literacy.W.9-10.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
A	1	Narrative Techniques and Structure	13	Draft a Personal Narrative	<p>CCSS.ELA-Literacy.W.9-10.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>
A	1	Narrative Techniques and Structure	13	Draft a Personal Narrative	<p>CCSS.ELA-Literacy.W.9-10.3b</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>
A	1	Narrative Techniques and Structure	13	Draft a Personal Narrative	<p>CCSS.ELA-Literacy.W.9-10.3c</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>

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A	1	Narrative Techniques and Structure	13	Draft a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3d	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
A	1	Narrative Techniques and Structure	13	Draft a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3e	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
A	1	Narrative Techniques and Structure	13	Draft a Personal Narrative	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Narrative Techniques and Structure	13	Draft a Personal Narrative	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	1	Narrative Techniques and Structure	13	Draft a Personal Narrative	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	1	Narrative Techniques and Structure	14	Your Choice	N/A	Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
A	1	Narrative Techniques and Structure	15	Revise a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3b	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
A	1	Narrative Techniques and Structure	15	Revise a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3c	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
A	1	Narrative Techniques and Structure	15	Revise a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3d	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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A	1	Narrative Techniques and Structure	15	Revise a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
A	1	Narrative Techniques and Structure	15	Revise a Personal Narrative	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Narrative Techniques and Structure	15	Revise a Personal Narrative	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	1	Narrative Techniques and Structure	15	Revise a Personal Narrative	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	1	Narrative Techniques and Structure	16	Proofread and Publish a Personal Narrative	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	1	Narrative Techniques and Structure	16	Proofread and Publish a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3a Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
A	1	Narrative Techniques and Structure	16	Proofread and Publish a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3b Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
A	1	Narrative Techniques and Structure	16	Proofread and Publish a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3c Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
A	1	Narrative Techniques and Structure	16	Proofread and Publish a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3d Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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A	1	Narrative Techniques and Structure	16	Proofread and Publish a Personal Narrative	CCSS.ELA-Literacy.W.9-10.3e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
A	1	Narrative Techniques and Structure	16	Proofread and Publish a Personal Narrative	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	1	Narrative Techniques and Structure	16	Proofread and Publish a Personal Narrative	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	1	Narrative Techniques and Structure	16	Proofread and Publish a Personal Narrative	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	2	Theme and Characters	1	Workshop: Noun and Verb Phrases	CCSS.ELA-Literacy.L.9-10.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
A	2	Theme and Characters	2	Workshop: Theme and Characterization	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	2	Theme and Characters	2	Workshop: Theme and Characterization	CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
A	2	Theme and Characters	3	Theme and Characterization: "The Day I Got Lost"	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
A	2	Theme and Characters	3	Theme and Characterization: "The Day I Got Lost"	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	2	Theme and Characters	3	Theme and Characterization: "The Day I Got Lost"	CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
A	2	Theme and Characters	4	Theme and Characterization: "Everything That Rises Must Converge"	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

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A	2	Theme and Characters	4	Theme and Characterization: "Everything That Rises Must Converge"	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	2	Theme and Characters	4	Theme and Characterization: "Everything That Rises Must Converge"	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	2	Theme and Characters	4	Theme and Characterization: "Everything That Rises Must Converge"	CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
A	2	Theme and Characters	4	Theme and Characterization: "Everything That Rises Must Converge"	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	2	Theme and Characters	4	Theme and Characterization: "Everything That Rises Must Converge"	CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A	2	Theme and Characters	4	Theme and Characterization: "Everything That Rises Must Converge"	CCSS.ELA-Literacy.SL.9-10.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
A	2	Theme and Characters	5	Workshop: Limited or Omniscient, Complex or Flat	CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	2	Theme and Characters	5	Workshop: Limited or Omniscient, Complex or Flat	CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
A	2	Theme and Characters	5	Workshop: Limited or Omniscient, Complex or Flat	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	2	Theme and Characters	6	Limited or Omniscient, Complex or Flat: "The Bet"	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	2	Theme and Characters	6	Limited or Omniscient, Complex or Flat: "The Bet"	CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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A	2	Theme and Characters	6	Limited or Omniscient, Complex or Flat: "The Bet"	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	2	Theme and Characters	6	Limited or Omniscient, Complex or Flat: "The Bet"	CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
A	2	Theme and Characters	6	Limited or Omniscient, Complex or Flat: "The Bet"	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	2	Theme and Characters	6	Limited or Omniscient, Complex or Flat: "The Bet"	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	2	Theme and Characters	7	Limited or Omniscient, Complex or Flat: "Hamadi"	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	2	Theme and Characters	7	Limited or Omniscient, Complex or Flat: "Hamadi"	CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	2	Theme and Characters	7	Limited or Omniscient, Complex or Flat: "Hamadi"	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	2	Theme and Characters	7	Limited or Omniscient, Complex or Flat: "Hamadi"	CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
A	2	Theme and Characters	7	Limited or Omniscient, Complex or Flat: "Hamadi"	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	2	Theme and Characters	7	Limited or Omniscient, Complex or Flat: "Hamadi"	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	2	Theme and Characters	7	Limited or Omniscient, Complex or Flat: "Hamadi"	CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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A	2	Theme and Characters	8	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	2	Theme and Characters	8	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	2	Theme and Characters	8	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
A	2	Theme and Characters	8	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.SL.9-10.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	2	Theme and Characters	8	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.SL.9-10.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
A	2	Theme and Characters	8	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	2	Theme and Characters	8	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
A	2	Theme and Characters	8	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.W.9-10.2b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	2	Theme and Characters	8	Workshop: Write a Character Analysis	CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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A	2	Theme and Characters	9	Your Choice	N/A	Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
A	2	Theme and Characters	10	Workshop: Adjective, Adverb, and Prepositional Phrases	CCSS.ELA-Literacy.L.9-10.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
A	2	Theme and Characters	11	Unit Review: Theme and Characters	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	2	Theme and Characters	11	Unit Review: Theme and Characters	CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
A	2	Theme and Characters	11	Unit Review: Theme and Characters	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	2	Theme and Characters	12	Unit Test: Theme and Characters	Multiple	All assessed standards covered in this unit
A	3	How Important Ideas Are Expressed	1	Workshop: Participial and Absolute Phrases	CCSS.ELA-Literacy.L.9-10.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
A	3	How Important Ideas Are Expressed	2	Workshop: Authors Craft Nonfiction	CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	3	How Important Ideas Are Expressed	2	Workshop: Authors Craft Nonfiction	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	3	How Important Ideas Are Expressed	2	Workshop: Authors Craft Nonfiction	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	3	How Important Ideas Are Expressed	2	Workshop: Authors Craft Nonfiction	CCSS.ELA-Literacy.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
A	3	How Important Ideas Are Expressed	2	Workshop: Authors Craft Nonfiction	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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A	3	How Important Ideas Are Expressed	2	Workshop: Authors Craft Nonfiction	CCSS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
A	3	How Important Ideas Are Expressed	2	Workshop: Authors Craft Nonfiction	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	3	How Important Ideas Are Expressed	3	Author's Craft: "Lake Titicaca"	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	3	How Important Ideas Are Expressed	3	Author's Craft: "Lake Titicaca"	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	3	How Important Ideas Are Expressed	3	Author's Craft: "Lake Titicaca"	CCSS.ELA-Literacy.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
A	3	How Important Ideas Are Expressed	3	Author's Craft: "Lake Titicaca"	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	3	How Important Ideas Are Expressed	3	Author's Craft: "Lake Titicaca"	CCSS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
A	3	How Important Ideas Are Expressed	4	Author's Craft: "About Russell"	CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	3	How Important Ideas Are Expressed	4	Author's Craft: "About Russell"	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	3	How Important Ideas Are Expressed	4	Author's Craft: "About Russell"	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	3	How Important Ideas Are Expressed	4	Author's Craft: "About Russell"	CCSS.ELA-Literacy.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
A	3	How Important Ideas Are Expressed	4	Author's Craft: "About Russell"	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	3	How Important Ideas Are Expressed	4	Author's Craft: "About Russell"	CCSS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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A	3	How Important Ideas Are Expressed	4	Author's Craft: "About Russell"	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	3	How Important Ideas Are Expressed	5	Author's Craft: "Mother Tongue"	CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	3	How Important Ideas Are Expressed	5	Author's Craft: "Mother Tongue"	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	3	How Important Ideas Are Expressed	5	Author's Craft: "Mother Tongue"	CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	3	How Important Ideas Are Expressed	5	Author's Craft: "Mother Tongue"	CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	3	How Important Ideas Are Expressed	5	Author's Craft: "Mother Tongue"	CCSS.ELA-Literacy.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
A	3	How Important Ideas Are Expressed	5	Author's Craft: "Mother Tongue"	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	3	How Important Ideas Are Expressed	6	Workshop: Write a Descriptive Essay	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	3	How Important Ideas Are Expressed	6	Workshop: Write a Descriptive Essay	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	3	How Important Ideas Are Expressed	6	Workshop: Write a Descriptive Essay	CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
A	3	How Important Ideas Are Expressed	6	Workshop: Write a Descriptive Essay	CCSS.ELA-Literacy.W.9-10.2a Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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A	3	How Important Ideas Are Expressed	6	Workshop: Write a Descriptive Essay	CCSS.ELA-Literacy.W.9-10.2b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	3	How Important Ideas Are Expressed	6	Workshop: Write a Descriptive Essay	CCSS.ELA-Literacy.W.9-10.2d Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
A	3	How Important Ideas Are Expressed	7	Your Choice	N/A Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
A	3	How Important Ideas Are Expressed	8	Workshop: Literary Devices and the Reader's Imagination	CCSS.ELA-Literacy.L.9-10.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	3	How Important Ideas Are Expressed	8	Workshop: Literary Devices and the Reader's Imagination	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	3	How Important Ideas Are Expressed	8	Workshop: Literary Devices and the Reader's Imagination	CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	3	How Important Ideas Are Expressed	8	Workshop: Literary Devices and the Reader's Imagination	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	3	How Important Ideas Are Expressed	8	Workshop: Literary Devices and the Reader's Imagination	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	3	How Important Ideas Are Expressed	8	Workshop: Literary Devices and the Reader's Imagination	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	3	How Important Ideas Are Expressed	8	Workshop: Literary Devices and the Reader's Imagination	CCSS.ELA-Literacy.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

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A	3	How Important Ideas Are Expressed	9	Literary Devices: "...to Say Phoenix, Arizona" CCSS.ELA-Literacy.L.9-10.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	3	How Important Ideas Are Expressed	9	Literary Devices: "...to Say Phoenix, Arizona" CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	3	How Important Ideas Are Expressed	9	Literary Devices: "...to Say Phoenix, Arizona" CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
A	3	How Important Ideas Are Expressed	9	Literary Devices: "...to Say Phoenix, Arizona" CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	3	How Important Ideas Are Expressed	9	Literary Devices: "...to Say Phoenix, Arizona" CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	3	How Important Ideas Are Expressed	9	Literary Devices: "...to Say Phoenix, Arizona" CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	3	How Important Ideas Are Expressed	9	Literary Devices: "...to Say Phoenix, Arizona" CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A	3	How Important Ideas Are Expressed	9	Literary Devices: "...to Say Phoenix, Arizona" CCSS.ELA-Literacy.SL.9-10.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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A	3	How Important Ideas Are Expressed	9	Literary Devices: "...to Say Phoenix, Arizona"	CCSS.ELA-Literacy.SL.9-10.1b Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
A	3	How Important Ideas Are Expressed	9	Literary Devices: "...to Say Phoenix, Arizona"	CCSS.ELA-Literacy.SL.9-10.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
A	3	How Important Ideas Are Expressed	9	Literary Devices: "...to Say Phoenix, Arizona"	CCSS.ELA-Literacy.SL.9-10.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
A	3	How Important Ideas Are Expressed	10	Literary Devices: "Daystar" and "My Father's Song"	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	3	How Important Ideas Are Expressed	10	Literary Devices: "Daystar" and "My Father's Song"	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	3	How Important Ideas Are Expressed	10	Literary Devices: "Daystar" and "My Father's Song"	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	3	How Important Ideas Are Expressed	11	Literary Devices: "Birthright" and American Progress	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

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A	3	How Important Ideas Are Expressed	11	Literary Devices: "Birthright" and American Progress	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	3	How Important Ideas Are Expressed	11	Literary Devices: "Birthright" and American Progress	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	3	How Important Ideas Are Expressed	11	Literary Devices: "Birthright" and American Progress	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	3	How Important Ideas Are Expressed	11	Literary Devices: "Birthright" and American Progress	CCSS.ELA-Literacy.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
A	3	How Important Ideas Are Expressed	12	Unit Review: How Important Ideas Are Expressed	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	3	How Important Ideas Are Expressed	12	Unit Review: How Important Ideas Are Expressed	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	3	How Important Ideas Are Expressed	12	Unit Review: How Important Ideas Are Expressed	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	3	How Important Ideas Are Expressed	13	Unit Test: How Important Ideas Are Expressed	Multiple	All assessed standards covered in this unit
A	4	Medium and Message	1	Workshop: Independent, Dependent, and Noun Clauses	CCSS.ELA-Literacy.L.9-10.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
A	4	Medium and Message	2	Workshop: Poetic Structure and Form	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	4	Medium and Message	2	Workshop: Poetic Structure and Form	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

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A	4	Medium and Message	2	Workshop: Poetic Structure and Form	CCSS.ELA-Literacy.SL.9-10.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	4	Medium and Message	3	Structure and Form: "Sonnet 55" and "Love is Not All"	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	4	Medium and Message	3	Structure and Form: "Sonnet 55" and "Love is Not All"	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	4	Medium and Message	3	Structure and Form: "Sonnet 55" and "Love is Not All"	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	4	Medium and Message	3	Structure and Form: "Sonnet 55" and "Love is Not All"	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	4	Medium and Message	4	Structure and Form: Poems by Lord Byron and Ezra Pound	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	4	Medium and Message	4	Structure and Form: Poems by Lord Byron and Ezra Pound	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	4	Medium and Message	4	Structure and Form: Poems by Lord Byron and Ezra Pound	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	4	Medium and Message	4	Structure and Form: Poems by Lord Byron and Ezra Pound	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

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A	4	Medium and Message	5	Your Choice	N/A	Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
A	4	Medium and Message	6	Workshop: Genre Matters	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	4	Medium and Message	6	Workshop: Genre Matters	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	4	Medium and Message	6	Workshop: Genre Matters	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	4	Medium and Message	7	Genre: "First Love"	CCSS.ELA-Literacy.L.9-10.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	4	Medium and Message	7	Genre: "First Love"	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	4	Medium and Message	7	Genre: "First Love"	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	4	Medium and Message	7	Genre: "First Love"	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	4	Medium and Message	7	Genre: "First Love"	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	4	Medium and Message	8	Unit Review: Medium and Message	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	4	Medium and Message	9	Unit Test: Medium and Message	Multiple	All assessed standards covered in this unit

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A	4	Medium and Message	10	Workshop: Prepare a Presentation	<p>CCSS.ELA-Literacy.RI.9-10.10</p> <p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.</p>
A	4	Medium and Message	10	Workshop: Prepare a Presentation	<p>CCSS.ELA-Literacy.RL.9-10.5</p> <p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>
A	4	Medium and Message	10	Workshop: Prepare a Presentation	<p>CCSS.ELA-Literacy.RL.9-10.7</p> <p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p>
A	4	Medium and Message	10	Workshop: Prepare a Presentation	<p>CCSS.ELA-Literacy.SL.9-10.2</p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
A	4	Medium and Message	10	Workshop: Prepare a Presentation	<p>CCSS.ELA-Literacy.SL.9-10.4</p> <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
A	4	Medium and Message	10	Workshop: Prepare a Presentation	<p>CCSS.ELA-Literacy.SL.9-10.5</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
A	4	Medium and Message	10	Workshop: Prepare a Presentation	<p>CCSS.ELA-Literacy.SL.9-10.6</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
A	4	Medium and Message	10	Workshop: Prepare a Presentation	<p>CCSS.ELA-Literacy.W.9-10.2b</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
A	4	Medium and Message	10	Workshop: Prepare a Presentation	<p>CCSS.ELA-Literacy.W.9-10.5</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
A	4	Medium and Message	10	Workshop: Prepare a Presentation	<p>CCSS.ELA-Literacy.W.9-10.6</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
A	4	Medium and Message	10	Workshop: Prepare a Presentation	<p>CCSS.ELA-Literacy.W.9-10.8</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
A	4	Medium and Message	11	Your Choice	<p>N/A</p> <p>Students may use this lesson time to do any of the following:</p> <ul style="list-style-type: none"> Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state or local assessment.

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A	4	Medium and Message	12	Deliver a Presentation on Theme and Medium	CCSS.ELA-Literacy.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
A	4	Medium and Message	12	Deliver a Presentation on Theme and Medium	CCSS.ELA-Literacy.SL.9-10.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	4	Medium and Message	12	Deliver a Presentation on Theme and Medium	CCSS.ELA-Literacy.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
A	4	Medium and Message	12	Deliver a Presentation on Theme and Medium	CCSS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
A	4	Medium and Message	12	Deliver a Presentation on Theme and Medium	CCSS.ELA-Literacy.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
A	4	Medium and Message	12	Deliver a Presentation on Theme and Medium	CCSS.ELA-Literacy.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	4	Medium and Message	12	Deliver a Presentation on Theme and Medium	CCSS.ELA-Literacy.W.9-10.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	4	Medium and Message	12	Deliver a Presentation on Theme and Medium	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	4	Medium and Message	12	Deliver a Presentation on Theme and Medium	CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
A	5	The Power of Language	1	Workshop: Relative and Adverb Clauses	CCSS.ELA-Literacy.L.9-10.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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A	5	The Power of Language	2	Workshop: Poetic Language and Devices	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	5	The Power of Language	2	Workshop: Poetic Language and Devices	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	5	The Power of Language	2	Workshop: Poetic Language and Devices	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	5	The Power of Language	3	Poetic Language and Devices: Poems by Walt Whitman	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	5	The Power of Language	3	Poetic Language and Devices: Poems by Walt Whitman	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	5	The Power of Language	3	Poetic Language and Devices: Poems by Walt Whitman	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	5	The Power of Language	4	Poetic Language and Devices: Four Poems About War	CCSS.ELA-Literacy.L.9-10.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	5	The Power of Language	4	Poetic Language and Devices: Four Poems About War	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.

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A	5	The Power of Language	4	Poetic Language and Devices: Four Poems About War	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	5	The Power of Language	5	Workshop: Rhetoric and Arguments in Seminal Works	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	5	The Power of Language	5	Workshop: Rhetoric and Arguments in Seminal Works	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
A	5	The Power of Language	5	Workshop: Rhetoric and Arguments in Seminal Works	CCSS.ELA-Literacy.RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
A	5	The Power of Language	5	Workshop: Rhetoric and Arguments in Seminal Works	CCSS.ELA-Literacy.RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
A	5	The Power of Language	5	Workshop: Rhetoric and Arguments in Seminal Works	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	5	The Power of Language	5	Workshop: Rhetoric and Arguments in Seminal Works	CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
A	5	The Power of Language	6	Rhetoric and Arguments: "Four Freedoms" A	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	5	The Power of Language	6	Rhetoric and Arguments: "Four Freedoms" A	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
A	5	The Power of Language	6	Rhetoric and Arguments: "Four Freedoms" A	CCSS.ELA-Literacy.RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
A	5	The Power of Language	6	Rhetoric and Arguments: "Four Freedoms" A	CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
A	5	The Power of Language	7	Rhetoric and Arguments: "Four Freedoms" B	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
A	5	The Power of Language	7	Rhetoric and Arguments: "Four Freedoms" B	CCSS.ELA-Literacy.RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
A	5	The Power of Language	7	Rhetoric and Arguments: "Four Freedoms" B	CCSS.ELA-Literacy.RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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A	5	The Power of Language	7	Rhetoric and Arguments: "Four Freedoms" B	CCSS.ELA-Literacy.SL.9-10.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
A	5	The Power of Language	7	Rhetoric and Arguments: "Four Freedoms" B	CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
A	5	The Power of Language	7	Rhetoric and Arguments: "Four Freedoms" B	CCSS.ELA-Literacy.W.9-10.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
A	5	The Power of Language	8	Rhetoric and Arguments: "The Sinews of Peace"	CCSS.ELA-Literacy.L.9-10.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	5	The Power of Language	8	Rhetoric and Arguments: "The Sinews of Peace"	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	5	The Power of Language	8	Rhetoric and Arguments: "The Sinews of Peace"	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	5	The Power of Language	8	Rhetoric and Arguments: "The Sinews of Peace"	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
A	5	The Power of Language	8	Rhetoric and Arguments: "The Sinews of Peace"	CCSS.ELA-Literacy.SL.9-10.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
A	5	The Power of Language	8	Rhetoric and Arguments: "The Sinews of Peace"	CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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A	5	The Power of Language	9	Your Choice	N/A	Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
A	5	The Power of Language	10	Unit Review: The Power of Language	CCSS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
A	5	The Power of Language	10	Unit Review: The Power of Language	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
A	5	The Power of Language	10	Unit Review: The Power of Language	CCSS.ELA-Literacy.RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
A	5	The Power of Language	10	Unit Review: The Power of Language	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	5	The Power of Language	10	Unit Review: The Power of Language	CCSS.ELA-Literacy.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
A	5	The Power of Language	11	Unit Test: The Power of Language	Multiple	All assessed standards covered in this unit
A	5	The Power of Language	12	Workshop: Persuasive Speech	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	5	The Power of Language	12	Workshop: Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
A	5	The Power of Language	12	Workshop: Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
A	5	The Power of Language	12	Workshop: Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	5	The Power of Language	12	Workshop: Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
A	5	The Power of Language	12	Workshop: Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

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A	5	The Power of Language	12	Workshop: Persuasive Speech	CCSS.ELA-Literacy.W.9-10.2b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	5	The Power of Language	12	Workshop: Persuasive Speech	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	5	The Power of Language	12	Workshop: Persuasive Speech	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	5	The Power of Language	12	Workshop: Persuasive Speech	CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
A	5	The Power of Language	13	Brainstorm a Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
A	5	The Power of Language	13	Brainstorm a Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
A	5	The Power of Language	13	Brainstorm a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
A	5	The Power of Language	13	Brainstorm a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1b Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
A	5	The Power of Language	13	Brainstorm a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	5	The Power of Language	13	Brainstorm a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
A	5	The Power of Language	14	Plan a Persuasive Speech	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	5	The Power of Language	14	Plan a Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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A	5	The Power of Language	14	Plan a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
A	5	The Power of Language	14	Plan a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
A	5	The Power of Language	14	Plan a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
A	5	The Power of Language	14	Plan a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	5	The Power of Language	14	Plan a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	5	The Power of Language	14	Plan a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	5	The Power of Language	15	Craft a Persuasive Speech	CCSS.ELA-Literacy.RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
A	5	The Power of Language	15	Craft a Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A	5	The Power of Language	15	Craft a Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	5	The Power of Language	15	Craft a Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
A	5	The Power of Language	15	Craft a Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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A	5	The Power of Language	15	Craft a Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
A	5	The Power of Language	15	Craft a Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	5	The Power of Language	15	Craft a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
A	5	The Power of Language	15	Craft a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
A	5	The Power of Language	15	Craft a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	5	The Power of Language	15	Craft a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	5	The Power of Language	16	Your Choice	N/A	Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
A	5	The Power of Language	17	Revise a Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A	5	The Power of Language	17	Revise a Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	5	The Power of Language	17	Revise a Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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A	5	The Power of Language	17	Revise a Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
A	5	The Power of Language	17	Revise a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
A	5	The Power of Language	17	Revise a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
A	5	The Power of Language	17	Revise a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	5	The Power of Language	18	Practice a Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
A	5	The Power of Language	18	Practice a Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	5	The Power of Language	18	Practice a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	5	The Power of Language	19	Deliver a Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
A	5	The Power of Language	19	Deliver a Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
A	5	The Power of Language	19	Deliver a Persuasive Speech	CCSS.ELA-Literacy.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	5	The Power of Language	19	Deliver a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	5	The Power of Language	19	Deliver a Persuasive Speech	CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
A	6	Night	1	Workshop: Effects of the Patterns of Word Changes	CCSS.ELA-Literacy.L.9-10.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence; a word's morphology or affixation) to determine the meaning of a word or phrase.

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A	6	Night	1	Workshop: Effects of the Patterns of Word Changes	CCSS.ELA-Literacy.L.9-10.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
A	6	Night	1	Workshop: Effects of the Patterns of Word Changes	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	6	Night	2	Workshop: World Literature and Long Works of Nonfiction	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	6	Night	2	Workshop: World Literature and Long Works of Nonfiction	CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
A	6	Night	2	Workshop: World Literature and Long Works of Nonfiction	CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	6	Night	2	Workshop: World Literature and Long Works of Nonfiction	CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
A	6	Night	2	Workshop: World Literature and Long Works of Nonfiction	CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
A	6	Night	3	Night A	CCSS.ELA-Literacy.L.9-10.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	6	Night	3	Night A	CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	6	Night	3	Night A	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

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A	6	Night	3	Night A CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	6	Night	3	Night A CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	6	Night	3	Night A CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A	6	Night	3	Night A CCSS.ELA-Literacy.SL.9-10.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	6	Night	3	Night A CCSS.ELA-Literacy.SL.9-10.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
A	6	Night	4	Night B CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	6	Night	4	Night B CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	6	Night	5	Night C CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
A	6	Night	5	Night C CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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A	6	Night	5	Night C CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	6	Night	5	Night C CCSS.ELA-Literacy.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
A	6	Night	6	Your Choice N/A	Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
A	6	Night	7	Night D CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	6	Night	7	Night D CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	6	Night	8	Night E CCSS.ELA-Literacy.L.9-10.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	6	Night	8	Night E CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	6	Night	8	Night E CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	6	Night	8	Night E CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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A	6	Night	8	Night E	<p>CCSS.ELA-Literacy.RL.9-10.10</p> <p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.</p>
A	6	Night	8	Night E	<p>CCSS.ELA-Literacy.SL.9-10.1a</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
A	6	Night	8	Night E	<p>CCSS.ELA-Literacy.SL.9-10.1d</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
A	6	Night	9	Night F	<p>CCSS.ELA-Literacy.RI.9-10.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
A	6	Night	9	Night F	<p>CCSS.ELA-Literacy.RI.9-10.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
A	6	Night	9	Night F	<p>CCSS.ELA-Literacy.RL.9-10.2</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
A	6	Night	9	Night F	<p>CCSS.ELA-Literacy.RL.9-10.3</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
A	6	Night	10	Write a Personal Response to the Reading	<p>CCSS.ELA-Literacy.RI.9-10.10</p> <p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.</p>
A	6	Night	10	Write a Personal Response to the Reading	<p>CCSS.ELA-Literacy.RI.9-10.2</p> <p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
A	6	Night	10	Write a Personal Response to the Reading	<p>CCSS.ELA-Literacy.RI.9-10.3</p> <p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>

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A	6	Night	10	Write a Personal Response to the Reading	CCSS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
A	6	Night	10	Write a Personal Response to the Reading	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	6	Night	10	Write a Personal Response to the Reading	CCSS.ELA-Literacy.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
A	6	Night	10	Write a Personal Response to the Reading	CCSS.ELA-Literacy.W.9-10.10	Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	6	Night	10	Write a Personal Response to the Reading	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	6	Night	10	Write a Personal Response to the Reading	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	6	Night	10	Write a Personal Response to the Reading	CCSS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
A	7	English 10 Semester A Test, Parts 1 and 2	1	English 10 Semester A Test, Parts 1 and 2	Multiple	All assessed standards covered by this point in the course
A	7	English 10 Semester A Test, Parts 1 and 2	2	Your Choice	N/A	Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
A	8	Skills Center: Reading	1	Foundations	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	8	Skills Center: Reading	1	Foundations	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
A	8	Skills Center: Reading	1	Foundations	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	8	Skills Center: Reading	1	Foundations	CCSS.ELA-Literacy.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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A	8	Skills Center: Reading	2	Textual Analysis	CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	8	Skills Center: Reading	2	Textual Analysis	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	8	Skills Center: Reading	2	Textual Analysis	CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	8	Skills Center: Reading	2	Textual Analysis	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
A	8	Skills Center: Reading	2	Textual Analysis	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	8	Skills Center: Reading	3	Key Ideas and Details: Literature	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	8	Skills Center: Reading	3	Key Ideas and Details: Literature	CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	8	Skills Center: Reading	3	Key Ideas and Details: Literature	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	8	Skills Center: Reading	3	Key Ideas and Details: Literature	CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
A	8	Skills Center: Reading	3	Key Ideas and Details: Literature	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	8	Skills Center: Reading	4	Key Ideas and Details: Informational Texts	CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	8	Skills Center: Reading	4	Key Ideas and Details: Informational Texts	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	8	Skills Center: Reading	4	Key Ideas and Details: Informational Texts	CCSS.ELA-Literacy.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
A	8	Skills Center: Reading	4	Key Ideas and Details: Informational Texts	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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A	8	Skills Center: Reading	4	Key Ideas and Details: Informational Texts	CCSS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
A	8	Skills Center: Reading	4	Key Ideas and Details: Informational Texts	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	8	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.L.9-10.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
A	8	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.L.9-10.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
A	8	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	8	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	8	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	8	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	8	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.W.9-10.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
A	8	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.W.9-10.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
A	8	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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A	8	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	8	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	8	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	8	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.RI.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	8	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.RI.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
A	8	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.RI.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
A	8	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.W.9-10.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9—10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
A	8	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	8	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	8	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	8	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
A	8	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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A	8	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
A	8	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
A	8	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	8	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	8	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
A	8	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
A	8	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
A	8	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
A	8	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
A	8	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
A	8	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
A	8	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
A	8	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.W.9-10.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
A	9	Skills Center: Speaking and Listening	1	Presenting	CCSS.ELA-Literacy.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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A	9	Skills Center: Speaking and Listening	1	Presenting	CCSS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
A	9	Skills Center: Speaking and Listening	1	Presenting	CCSS.ELA-Literacy.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
A	9	Skills Center: Speaking and Listening	1	Presenting	CCSS.ELA-Literacy.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	9	Skills Center: Speaking and Listening	1	Presenting	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	9	Skills Center: Speaking and Listening	1	Presenting	CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
A	9	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
A	9	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A	9	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	9	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1b	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
A	9	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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A	9	Skills Center: Speaking and Listening	3	Participating in Discussions	<p>CCSS.ELA-Literacy.SL.9-10.1d</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
A	10	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.L.9-10.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
A	10	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.L.9-10.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
A	10	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.RI.9-10.8</p> <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
A	10	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.SL.9-10.6</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
A	10	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.W.9-10.1a</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>
A	10	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.W.9-10.1b</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p>
A	10	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.W.9-10.1c</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
A	10	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.W.9-10.1d</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
A	10	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.W.9-10.1e</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>

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A	10	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	10	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	10	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.2c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
A	10	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
A	10	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
A	10	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
A	10	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	10	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	10	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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A	10	Skills Center: Writing	2	Argument	CCSS.ELA-Literacy.W.9-10.1a Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
A	10	Skills Center: Writing	2	Argument	CCSS.ELA-Literacy.W.9-10.1b Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
A	10	Skills Center: Writing	2	Argument	CCSS.ELA-Literacy.W.9-10.1e Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
A	10	Skills Center: Writing	2	Argument	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	10	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	10	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	10	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	10	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
A	10	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.W.9-10.2a Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	10	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.W.9-10.2b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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A	10	Skills Center: Writing	3	<p>Informative and Explanatory Texts</p> <p>CCSS.ELA-Literacy.W.9-10.2c</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
A	10	Skills Center: Writing	3	<p>Informative and Explanatory Texts</p> <p>CCSS.ELA-Literacy.W.9-10.2d</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>
A	10	Skills Center: Writing	3	<p>Informative and Explanatory Texts</p> <p>CCSS.ELA-Literacy.W.9-10.2e</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
A	10	Skills Center: Writing	3	<p>Informative and Explanatory Texts</p> <p>CCSS.ELA-Literacy.W.9-10.2f</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
A	10	Skills Center: Writing	3	<p>Informative and Explanatory Texts</p> <p>CCSS.ELA-Literacy.W.9-10.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
A	10	Skills Center: Writing	3	<p>Informative and Explanatory Texts</p> <p>CCSS.ELA-Literacy.W.9-10.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
A	10	Skills Center: Writing	4	<p>Narrative Writing</p> <p>CCSS.ELA-Literacy.W.9-10.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
A	10	Skills Center: Writing	4	<p>Narrative Writing</p> <p>CCSS.ELA-Literacy.W.9-10.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
A	10	Skills Center: Writing	4	<p>Narrative Writing</p> <p>CCSS.ELA-Literacy.W.9-10.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>

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A	10	Skills Center: Writing	4	Narrative Writing	CCSS.ELA-Literacy.W.9-10.3b Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
A	10	Skills Center: Writing	4	Narrative Writing	CCSS.ELA-Literacy.W.9-10.3c Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
A	10	Skills Center: Writing	4	Narrative Writing	CCSS.ELA-Literacy.W.9-10.3d Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
A	10	Skills Center: Writing	4	Narrative Writing	CCSS.ELA-Literacy.W.9-10.3e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
A	10	Skills Center: Writing	4	Narrative Writing	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	10	Skills Center: Writing	4	Narrative Writing	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	10	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	10	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	10	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	10	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	10	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	10	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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A	10	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A	10	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A	10	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.W.9-10.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
A	10	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.W.9-10.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	10	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	10	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	10	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	10	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
A	11	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.9-10.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure.
A	11	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.9-10.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
A	11	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.9-10.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
A	11	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.9-10.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a colon to introduce a list or quotation.

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A	11	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A	11	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
A	11	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
A	11	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.3a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
A	11	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies.
A	11	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	11	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
A	11	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
A	11	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
A	11	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

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A	11	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
A	11	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	11	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	11	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	1	Literature with a Purpose	1	Workshop: Misplaced and Dangling Modifiers	CCSS.ELA-Literacy.L.9-10.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
B	1	Literature with a Purpose	2	Workshop: Societal Issues and Cultural Experiences	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
B	1	Literature with a Purpose	2	Workshop: Societal Issues and Cultural Experiences	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	1	Literature with a Purpose	2	Workshop: Societal Issues and Cultural Experiences	CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	1	Literature with a Purpose	2	Workshop: Societal Issues and Cultural Experiences	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	1	Literature with a Purpose	2	Workshop: Societal Issues and Cultural Experiences	CCSS.ELA-Literacy.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
B	1	Literature with a Purpose	3	Societal Issues and Cultural Experiences: "Harrison Bergeron"	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

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B	1	Literature with a Purpose	3	Societal Issues and Cultural Experiences: "Harrison Bergeron"	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	1	Literature with a Purpose	3	Societal Issues and Cultural Experiences: "Harrison Bergeron"	CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	1	Literature with a Purpose	3	Societal Issues and Cultural Experiences: "Harrison Bergeron"	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	1	Literature with a Purpose	3	Societal Issues and Cultural Experiences: "Harrison Bergeron"	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	1	Literature with a Purpose	3	Societal Issues and Cultural Experiences: "Harrison Bergeron"	CCSS.ELA-Literacy.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
B	1	Literature with a Purpose	4	Societal Issues and Cultural Experiences: "Theme for English B"	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	1	Literature with a Purpose	4	Societal Issues and Cultural Experiences: "Theme for English B"	CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	1	Literature with a Purpose	4	Societal Issues and Cultural Experiences: "Theme for English B"	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	1	Literature with a Purpose	4	Societal Issues and Cultural Experiences: "Theme for English B"	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	1	Literature with a Purpose	5	Societal Issues and Cultural Experiences: "The Light of Gandhi's Lamp"	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	1	Literature with a Purpose	5	Societal Issues and Cultural Experiences: "The Light of Gandhi's Lamp"	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	1	Literature with a Purpose	5	Societal Issues and Cultural Experiences: "The Light of Gandhi's Lamp"	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a novel).

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B	1	Literature with a Purpose	5	Societal Issues and Cultural Experiences: "The Light of Gandhi's Lamp"	CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	1	Literature with a Purpose	5	Societal Issues and Cultural Experiences: "The Light of Gandhi's Lamp"	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	1	Literature with a Purpose	5	Societal Issues and Cultural Experiences: "The Light of Gandhi's Lamp"	CCSS.ELA-Literacy.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
B	1	Literature with a Purpose	6	Assignment: Profile	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	1	Literature with a Purpose	6	Assignment: Profile	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	1	Literature with a Purpose	7	Workshop: Influencing Readers and Persuading Audiences	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	1	Literature with a Purpose	7	Workshop: Influencing Readers and Persuading Audiences	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	1	Literature with a Purpose	7	Workshop: Influencing Readers and Persuading Audiences	CCSS.ELA-Literacy.RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
B	1	Literature with a Purpose	8	Influencing Readers and Persuading Audiences: "Letter from Birmingham Jail" A	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
B	1	Literature with a Purpose	8	Influencing Readers and Persuading Audiences: "Letter from Birmingham Jail" A	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	1	Literature with a Purpose	8	Influencing Readers and Persuading Audiences: "Letter from Birmingham Jail" A	CCSS.ELA-Literacy.RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
B	1	Literature with a Purpose	8	Influencing Readers and Persuading Audiences: "Letter from Birmingham Jail" A	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

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B	1	Literature with a Purpose	8	Influencing Readers and Persuading Audiences: "Letter from Birmingham Jail" A	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	1	Literature with a Purpose	9	Influencing Readers and Persuading Audiences: "Letter from Birmingham Jail" B	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	1	Literature with a Purpose	9	Influencing Readers and Persuading Audiences: "Letter from Birmingham Jail" B	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	1	Literature with a Purpose	9	Influencing Readers and Persuading Audiences: "Letter from Birmingham Jail" B	CCSS.ELA-Literacy.RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
B	1	Literature with a Purpose	10	Workshop: Argue for a Cause	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	1	Literature with a Purpose	10	Workshop: Argue for a Cause	CCSS.ELA-Literacy.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
B	1	Literature with a Purpose	10	Workshop: Argue for a Cause	CCSS.ELA-Literacy.W.9-10.10	Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	1	Literature with a Purpose	10	Workshop: Argue for a Cause	CCSS.ELA-Literacy.W.9-10.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B	1	Literature with a Purpose	10	Workshop: Argue for a Cause	CCSS.ELA-Literacy.W.9-10.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
B	1	Literature with a Purpose	10	Workshop: Argue for a Cause	CCSS.ELA-Literacy.W.9-10.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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B	1	Literature with a Purpose	10	Workshop: Argue for a Cause	CCSS.ELA-Literacy.W.9-10.1d Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
B	1	Literature with a Purpose	10	Workshop: Argue for a Cause	CCSS.ELA-Literacy.W.9-10.1e Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	1	Literature with a Purpose	10	Workshop: Argue for a Cause	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	1	Literature with a Purpose	10	Workshop: Argue for a Cause	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	1	Literature with a Purpose	10	Workshop: Argue for a Cause	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	1	Literature with a Purpose	11	Your Choice	N/A Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
B	1	Literature with a Purpose	12	Unit Review: Literature with a Purpose	CCSS.ELA-Literacy.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
B	1	Literature with a Purpose	12	Unit Review: Literature with a Purpose	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	1	Literature with a Purpose	12	Unit Review: Literature with a Purpose	CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
B	1	Unit Test: Literature with a Purpose	13	Unit Test: Literature with a Purpose - Part 1	Multiple All assessed standards covered in this unit
B	2	Symbols and Imagery	1	Workshop: How Language Functions	CCSS.ELA-Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
B	2	Symbols and Imagery	1	Workshop: How Language Functions	CCSS.ELA-Literacy.L.9-10.3a Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
B	2	Symbols and Imagery	1	Workshop: How Language Functions	CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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B	2	Symbols and Imagery	1	Workshop: How Language Functions	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	2	Symbols and Imagery	2	Workshop: Symbols and Imagery, Mood and Emotion	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	2	Symbols and Imagery	3	Symbols and Imagery, Mood and Emotion: Four Imagist Poems	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	2	Symbols and Imagery	3	Symbols and Imagery, Mood and Emotion: Four Imagist Poems	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	2	Symbols and Imagery	4	Workshop: Authors Mold Themes and Central Ideas	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	2	Symbols and Imagery	4	Workshop: Authors Mold Themes and Central Ideas	CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	2	Symbols and Imagery	4	Workshop: Authors Mold Themes and Central Ideas	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	2	Symbols and Imagery	4	Workshop: Authors Mold Themes and Central Ideas	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	2	Symbols and Imagery	5	Authors Mold Themes and Central Ideas: "Goodbye to All That"	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	2	Symbols and Imagery	5	Authors Mold Themes and Central Ideas: "Goodbye to All That"	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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B	2	Symbols and Imagery	5	Authors Mold Themes and Central Ideas: "Goodbye to All That"	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	2	Symbols and Imagery	5	Authors Mold Themes and Central Ideas: "Goodbye to All That"	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	2	Symbols and Imagery	5	Authors Mold Themes and Central Ideas: "Goodbye to All That"	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	2	Symbols and Imagery	6	Workshop: Write an Analysis	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	2	Symbols and Imagery	6	Workshop: Write an Analysis	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	2	Symbols and Imagery	7	Workshop: Colons	CCSS.ELA-Literacy.L.9-10.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a colon to introduce a list or quotation.
B	2	Symbols and Imagery	8	Unit Review: Symbols and Imagery	CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	2	Symbols and Imagery	9	Unit Test: Symbols and Imagery	Multiple All assessed standards covered in this unit
B	3	Cry, the Beloved Country	1	Workshop: Semicolons	CCSS.ELA-Literacy.L.9-10.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
B	3	Cry, the Beloved Country	1	Workshop: Semicolons	CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	3	Cry, the Beloved Country	1	Workshop: Semicolons	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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B	3	Cry, the Beloved Country	2	Workshop: World Literature and Long Works of Fiction	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	3	Cry, the Beloved Country	2	Workshop: World Literature and Long Works of Fiction	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
B	3	Cry, the Beloved Country	2	Workshop: World Literature and Long Works of Fiction	CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
B	3	Cry, the Beloved Country	3	Cry, the Beloved Country A	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	3	Cry, the Beloved Country	3	Cry, the Beloved Country A	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	3	Cry, the Beloved Country	4	Cry, the Beloved Country B	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	3	Cry, the Beloved Country	5	Cry, the Beloved Country C	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	3	Cry, the Beloved Country	6	Cry, the Beloved Country D	CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
B	3	Cry, the Beloved Country	6	Cry, the Beloved Country D	CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
B	3	Cry, the Beloved Country	7	Your Choice	N/A Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.

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B	3	Cry, the Beloved Country	8	Cry, the Beloved Country E	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	3	Cry, the Beloved Country	9	Cry, the Beloved Country F	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	3	Cry, the Beloved Country	10	Cry, the Beloved Country G	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	3	Cry, the Beloved Country	11	Cry, the Beloved Country H	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	3	Cry, the Beloved Country	11	Cry, the Beloved Country H	CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
B	3	Cry, the Beloved Country	11	Cry, the Beloved Country H	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	3	Cry, the Beloved Country	11	Cry, the Beloved Country H	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
B	3	Cry, the Beloved Country	12	Examine an Excerpt from Long Walk to Freedom	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	3	Cry, the Beloved Country	12	Examine an Excerpt from Long Walk to Freedom	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	3	Cry, the Beloved Country	12	Examine an Excerpt from Long Walk to Freedom	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	3	Cry, the Beloved Country	12	Examine an Excerpt from Long Walk to Freedom	CCSS.ELA-Literacy.RL.9-10.6	Analyze a cultural point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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B	3	Cry, the Beloved Country	12	Examine an Excerpt from Long Walk to Freedom	CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
B	3	Cry, the Beloved Country	12	Examine an Excerpt from Long Walk to Freedom	CCSS.ELA-Literacy.SL.9-10.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B	3	Cry, the Beloved Country	12	Examine an Excerpt from Long Walk to Freedom	CCSS.ELA-Literacy.SL.9-10.1b	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
B	3	Cry, the Beloved Country	12	Examine an Excerpt from Long Walk to Freedom	CCSS.ELA-Literacy.SL.9-10.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
B	3	Cry, the Beloved Country	13	Workshop: Academic and Domain-Specific Words and Phrases	CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	3	Cry, the Beloved Country	14	Workshop: Literary Analysis Essay	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	3	Cry, the Beloved Country	14	Workshop: Literary Analysis Essay	CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	3	Cry, the Beloved Country	14	Workshop: Literary Analysis Essay	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	3	Cry, the Beloved Country	14	Workshop: Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	3	Cry, the Beloved Country	14	Workshop: Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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B	3	Cry, the Beloved Country	14	Workshop: Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9—10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
B	3	Cry, the Beloved Country	15	Plan a Literary Analysis Essay	CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	3	Cry, the Beloved Country	15	Plan a Literary Analysis Essay	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	3	Cry, the Beloved Country	15	Plan a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
B	3	Cry, the Beloved Country	15	Plan a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B	3	Cry, the Beloved Country	15	Plan a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
B	3	Cry, the Beloved Country	15	Plan a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	3	Cry, the Beloved Country	15	Plan a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
B	3	Cry, the Beloved Country	16	Draft a Literary Analysis Essay	CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	3	Cry, the Beloved Country	16	Draft a Literary Analysis Essay	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	3	Cry, the Beloved Country	16	Draft a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.10	Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	3	Cry, the Beloved Country	16	Draft a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

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B	3	Cry, the Beloved Country	16	Draft a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
B	3	Cry, the Beloved Country	16	Draft a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.1e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	3	Cry, the Beloved Country	16	Draft a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	3	Cry, the Beloved Country	16	Draft a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
B	3	Cry, the Beloved Country	17	Your Choice	N/A	Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
B	3	Cry, the Beloved Country	18	Revise a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
B	3	Cry, the Beloved Country	18	Revise a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
B	3	Cry, the Beloved Country	18	Revise a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.1d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
B	3	Cry, the Beloved Country	18	Revise a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	3	Cry, the Beloved Country	19	Proofread and Publish a Literary Analysis Essay	CCSS.ELA-Literacy.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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B	3	Cry, the Beloved Country	19	Proofread and Publish a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	3	Cry, the Beloved Country	19	Proofread and Publish a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	3	Cry, the Beloved Country	19	Proofread and Publish a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	3	Cry, the Beloved Country	19	Proofread and Publish a Literary Analysis Essay	CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
B	4	Macbeth	1	Workshop: Define and Verify Definitions of Unfamiliar Words or Phrases	CCSS.ELA-Literacy.L.9-10.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
B	4	Macbeth	1	Workshop: Define and Verify Definitions of Unfamiliar Words or Phrases	CCSS.ELA-Literacy.L.9-10.4d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
B	4	Macbeth	1	Workshop: Define and Verify Definitions of Unfamiliar Words or Phrases	CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	4	Macbeth	1	Workshop: Define and Verify Definitions of Unfamiliar Words or Phrases	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	4	Macbeth	2	Workshop: Shakespeare and Tragedy	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	4	Macbeth	2	Workshop: Shakespeare and Tragedy	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	4	Macbeth	2	Workshop: Shakespeare and Tragedy	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

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B	4	Macbeth	3	Examine Macbeth A	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	4	Macbeth	4	Examine Macbeth B	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	4	Macbeth	5	Examine Macbeth C	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	4	Macbeth	5	Examine Macbeth C	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	4	Macbeth	6	Examine Macbeth D	CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	4	Macbeth	6	Examine Macbeth D	CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
B	4	Macbeth	6	Examine Macbeth D	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	4	Macbeth	6	Examine Macbeth D	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
B	4	Macbeth	7	Your Choice	N/A Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
B	4	Macbeth	8	Examine Macbeth E	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.

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B	4	Macbeth	9	Examine Macbeth F	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Macbeth	10	Examine Macbeth G	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	4	Macbeth	11	Examine Macbeth H	CCSS.ELA-Literacy.RL.9-10.2 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Macbeth	11	Examine Macbeth H	CCSS.ELA-Literacy.RL.9-10.3 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	4	Macbeth	11	Examine Macbeth H	CCSS.ELA-Literacy.RL.9-10.4 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	4	Macbeth	11	Examine Macbeth H	CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
B	4	Macbeth	11	Examine Macbeth H	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	4	Macbeth	11	Examine Macbeth H	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
B	4	Macbeth	12	Workshop: Authors Use Source Material	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Macbeth	12	Workshop: Authors Use Source Material	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	4	Macbeth	12	Workshop: Authors Use Source Material	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
B	4	Macbeth	12	Workshop: Authors Use Source Material	CCSS.ELA-Literacy.RL.9-10.9 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	4	Macbeth	12	Workshop: Authors Use Source Material	CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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B	4	Macbeth	12	Workshop: Authors Use Source Material	<p>CCSS.ELA-Literacy.SL.9-10.1a</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
B	4	Macbeth	12	Workshop: Authors Use Source Material	<p>CCSS.ELA-Literacy.SL.9-10.1c</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>
B	4	Macbeth	12	Workshop: Authors Use Source Material	<p>CCSS.ELA-Literacy.SL.9-10.1d</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
B	4	Macbeth	12	Workshop: Authors Use Source Material	<p>CCSS.ELA-Literacy.W.9-10.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
B	4	Macbeth	12	Workshop: Authors Use Source Material	<p>CCSS.ELA-Literacy.W.9-10.9a</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grades 9—10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p>
B	4	Macbeth	13	Examine an Excerpt from Holinshed's Chronicles	<p>CCSS.ELA-Literacy.RI.9-10.10</p> <p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.</p>
B	4	Macbeth	13	Examine an Excerpt from Holinshed's Chronicles	<p>CCSS.ELA-Literacy.RI.9-10.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>

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B	4	Macbeth	13	Examine an Excerpt from Holinshed's Chronicles	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	4	Macbeth	13	Examine an Excerpt from Holinshed's Chronicles	CCSS.ELA-Literacy.RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
B	4	Macbeth	13	Examine an Excerpt from Holinshed's Chronicles	CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
B	4	Macbeth	13	Examine an Excerpt from Holinshed's Chronicles	CCSS.ELA-Literacy.SL.9-10.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B	4	Macbeth	13	Examine an Excerpt from Holinshed's Chronicles	CCSS.ELA-Literacy.SL.9-10.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
B	4	Macbeth	13	Examine an Excerpt from Holinshed's Chronicles	CCSS.ELA-Literacy.SL.9-10.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
B	4	Macbeth	14	Workshop: Write a Compare-and-Contrast Essay	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	4	Macbeth	14	Workshop: Write a Compare-and-Contrast Essay	CCSS.ELA-Literacy.RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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B	4	Macbeth	14	Workshop: Write a Compare-and-Contrast Essay	CCSS.ELA-Literacy.W.9-10.10	Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	4	Macbeth	14	Workshop: Write a Compare-and-Contrast Essay	CCSS.ELA-Literacy.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
B	4	Macbeth	14	Workshop: Write a Compare-and-Contrast Essay	CCSS.ELA-Literacy.W.9-10.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B	4	Macbeth	14	Workshop: Write a Compare-and-Contrast Essay	CCSS.ELA-Literacy.W.9-10.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
B	4	Macbeth	14	Workshop: Write a Compare-and-Contrast Essay	CCSS.ELA-Literacy.W.9-10.2c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
B	4	Macbeth	14	Workshop: Write a Compare-and-Contrast Essay	CCSS.ELA-Literacy.W.9-10.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
B	4	Macbeth	14	Workshop: Write a Compare-and-Contrast Essay	CCSS.ELA-Literacy.W.9-10.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
B	4	Macbeth	14	Workshop: Write a Compare-and-Contrast Essay	CCSS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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B	4	Macbeth	14	Workshop: Write a Compare-and-Contrast Essay	CCSS.ELA-Literacy.W.9-10.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9—10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
B	5	Informational Works	1	Workshop: Parallel Structure	CCSS.ELA-Literacy.L.9-10.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure.
B	5	Informational Works	1	Workshop: Parallel Structure	CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	5	Informational Works	1	Workshop: Parallel Structure	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	5	Informational Works	2	Workshop: Informational Works	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	5	Informational Works	2	Workshop: Informational Works	CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	5	Informational Works	2	Workshop: Informational Works	CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
B	5	Informational Works	2	Workshop: Informational Works	CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	5	Informational Works	2	Workshop: Informational Works	CCSS.ELA-Literacy.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
B	5	Informational Works	2	Workshop: Informational Works	CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	5	Informational Works	3	Informational Works: "Youth and Tobacco Use"	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	5	Informational Works	3	Informational Works: "Youth and Tobacco Use"	CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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B	5	Informational Works	3	Informational Works: "Youth and Tobacco Use"	CCSS.ELA-Literacy.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
B	5	Informational Works	3	Informational Works: "Youth and Tobacco Use"	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	5	Informational Works	3	Informational Works: "Youth and Tobacco Use"	CCSS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
B	5	Informational Works	3	Informational Works: "Youth and Tobacco Use"	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	5	Informational Works	4	Workshop: Research, Journalism, and Media	CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	5	Informational Works	4	Workshop: Research, Journalism, and Media	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	5	Informational Works	4	Workshop: Research, Journalism, and Media	CCSS.ELA-Literacy.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
B	5	Informational Works	4	Workshop: Research, Journalism, and Media	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	5	Informational Works	4	Workshop: Research, Journalism, and Media	CCSS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
B	5	Informational Works	4	Workshop: Research, Journalism, and Media	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	5	Informational Works	4	Workshop: Research, Journalism, and Media	CCSS.ELA-Literacy.RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
B	5	Informational Works	5	Research, Journalism, and Media: "5 Held in Plot to Bug Democrats' Office Here"	CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	5	Informational Works	5	Research, Journalism, and Media: "5 Held in Plot to Bug Democrats' Office Here"	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
B	5	Informational Works	5	Research, Journalism, and Media: "5 Held in Plot to Bug Democrats' Office Here"	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	5	Informational Works	5	Research, Journalism, and Media: "5 Held in Plot to Bug Democrats' Office Here"	CCSS.ELA-Literacy.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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B	5	Informational Works	5	Research, Journalism, and Media: "5 Held in Plot to Bug Democrats' Office Here"	CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	5	Informational Works	5	Research, Journalism, and Media: "5 Held in Plot to Bug Democrats' Office Here"	CCSS.ELA-Literacy.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
B	5	Informational Works	5	Research, Journalism, and Media: "5 Held in Plot to Bug Democrats' Office Here"	CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	5	Informational Works	6	Research, Journalism, and Media: "Nixon Resigns" and Nixon's Resignation Speech	CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	5	Informational Works	6	Research, Journalism, and Media: "Nixon Resigns" and Nixon's Resignation Speech	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
B	5	Informational Works	6	Research, Journalism, and Media: "Nixon Resigns" and Nixon's Resignation Speech	CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	5	Informational Works	6	Research, Journalism, and Media: "Nixon Resigns" and Nixon's Resignation Speech	CCSS.ELA-Literacy.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
B	5	Informational Works	6	Research, Journalism, and Media: "Nixon Resigns" and Nixon's Resignation Speech	CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	5	Informational Works	6	Research, Journalism, and Media: "Nixon Resigns" and Nixon's Resignation Speech	CCSS.ELA-Literacy.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
B	5	Informational Works	7	Unit Review: Informational Works	CCSS.ELA-Literacy.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
B	5	Informational Works	7	Unit Review: Informational Works	CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	5	Informational Works	8	Unit Test: Informational Works	Multiple All assessed standards covered in this unit
B	5	Informational Works	9	Workshop: Research Paper	CCSS.ELA-Literacy.L.9-10.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.

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B	5	Informational Works	9	Workshop: Research Paper	<p>CCSS.ELA-Literacy.L.9-10.3a</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</p>
B	5	Informational Works	9	Workshop: Research Paper	<p>CCSS.ELA-Literacy.RI.9-10.10</p> <p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
B	5	Informational Works	9	Workshop: Research Paper	<p>CCSS.ELA-Literacy.W.9-10.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
B	5	Informational Works	9	Workshop: Research Paper	<p>CCSS.ELA-Literacy.W.9-10.1a</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>
B	5	Informational Works	9	Workshop: Research Paper	<p>CCSS.ELA-Literacy.W.9-10.1b</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p>
B	5	Informational Works	9	Workshop: Research Paper	<p>CCSS.ELA-Literacy.W.9-10.1c</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
B	5	Informational Works	9	Workshop: Research Paper	<p>CCSS.ELA-Literacy.W.9-10.1d</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
B	5	Informational Works	9	Workshop: Research Paper	<p>CCSS.ELA-Literacy.W.9-10.1e</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>

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B	5	Informational Works	9	Workshop: Research Paper	CCSS.ELA-Literacy.W.9-10.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B	5	Informational Works	9	Workshop: Research Paper	CCSS.ELA-Literacy.W.9-10.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
B	5	Informational Works	9	Workshop: Research Paper	CCSS.ELA-Literacy.W.9-10.2c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
B	5	Informational Works	9	Workshop: Research Paper	CCSS.ELA-Literacy.W.9-10.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
B	5	Informational Works	9	Workshop: Research Paper	CCSS.ELA-Literacy.W.9-10.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
B	5	Informational Works	9	Workshop: Research Paper	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	5	Informational Works	9	Workshop: Research Paper	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	5	Informational Works	9	Workshop: Research Paper	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	5	Informational Works	9	Workshop: Research Paper	CCSS.ELA-Literacy.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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B	5	Informational Works	9	Workshop: Research Paper	CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	5	Informational Works	9	Workshop: Research Paper	CCSS.ELA-Literacy.W.9-10.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
B	5	Informational Works	10	Conduct Research	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
B	5	Informational Works	10	Conduct Research	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	5	Informational Works	10	Conduct Research	CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	5	Informational Works	10	Conduct Research	CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	5	Informational Works	10	Conduct Research	CCSS.ELA-Literacy.W.9-10.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
B	5	Informational Works	11	Your Choice	N/A Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.

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B	5	Informational Works	12	Plan a Research Paper	<p>CCSS.ELA-Literacy.W.9-10.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
B	5	Informational Works	12	Plan a Research Paper	<p>CCSS.ELA-Literacy.W.9-10.5</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
B	5	Informational Works	12	Plan a Research Paper	<p>CCSS.ELA-Literacy.W.9-10.7</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
B	5	Informational Works	12	Plan a Research Paper	<p>CCSS.ELA-Literacy.W.9-10.8</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
B	5	Informational Works	13	Draft a Research Paper	<p>CCSS.ELA-Literacy.L.9-10.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
B	5	Informational Works	13	Draft a Research Paper	<p>CCSS.ELA-Literacy.L.9-10.3a</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</p>
B	5	Informational Works	13	Draft a Research Paper	<p>CCSS.ELA-Literacy.SL.9-10.1</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
B	5	Informational Works	13	Draft a Research Paper	<p>CCSS.ELA-Literacy.SL.9-10.1a</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
B	5	Informational Works	13	Draft a Research Paper	<p>CCSS.ELA-Literacy.SL.9-10.1c</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>

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B	5	Informational Works	13	Draft a Research Paper	<p>CCSS.ELA-Literacy.SL.9-10.1d</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
B	5	Informational Works	13	Draft a Research Paper	<p>CCSS.ELA-Literacy.W.9-10.10</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
B	5	Informational Works	13	Draft a Research Paper	<p>CCSS.ELA-Literacy.W.9-10.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
B	5	Informational Works	13	Draft a Research Paper	<p>CCSS.ELA-Literacy.W.9-10.2a</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
B	5	Informational Works	13	Draft a Research Paper	<p>CCSS.ELA-Literacy.W.9-10.2b</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
B	5	Informational Works	13	Draft a Research Paper	<p>CCSS.ELA-Literacy.W.9-10.2d</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>
B	5	Informational Works	13	Draft a Research Paper	<p>CCSS.ELA-Literacy.W.9-10.2e</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>

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B	5	Informational Works	13	Draft a Research Paper	CCSS.ELA-Literacy.W.9-10.2f Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
B	5	Informational Works	13	Draft a Research Paper	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	5	Informational Works	13	Draft a Research Paper	CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	5	Informational Works	13	Draft a Research Paper	CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
B	5	Informational Works	14	Your Choice	N/A Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
B	5	Informational Works	15	Revise a Research Paper	CCSS.ELA-Literacy.L.9-10.3a Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
B	5	Informational Works	15	Revise a Research Paper	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	5	Informational Works	15	Revise a Research Paper	CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
B	5	Informational Works	15	Revise a Research Paper	CCSS.ELA-Literacy.W.9-10.2e Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
B	5	Informational Works	15	Revise a Research Paper	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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B	5	Informational Works	15	Revise a Research Paper	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	5	Informational Works	15	Revise a Research Paper	CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	5	Informational Works	15	Revise a Research Paper	CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
B	5	Informational Works	16	Proofread and Publish a Research Paper	CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
B	5	Informational Works	16	Proofread and Publish a Research Paper	CCSS.ELA-Literacy.L.9-10.3a Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
B	5	Informational Works	16	Proofread and Publish a Research Paper	CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
B	5	Informational Works	16	Proofread and Publish a Research Paper	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	5	Informational Works	16	Proofread and Publish a Research Paper	CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
B	5	Informational Works	16	Proofread and Publish a Research Paper	CCSS.ELA-Literacy.W.9-10.2a Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B	5	Informational Works	16	Proofread and Publish a Research Paper	CCSS.ELA-Literacy.W.9-10.2c Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
B	5	Informational Works	16	Proofread and Publish a Research Paper	CCSS.ELA-Literacy.W.9-10.2d Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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B	5	Informational Works	16	Proofread and Publish a Research Paper	CCSS.ELA-Literacy.W.9-10.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
B	5	Informational Works	16	Proofread and Publish a Research Paper	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	5	Informational Works	16	Proofread and Publish a Research Paper	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	5	Informational Works	16	Proofread and Publish a Research Paper	CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	6	Writers on Writing	1	Workshop: Figures of Speech	CCSS.ELA-Literacy.L.9-10.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B	6	Writers on Writing	1	Workshop: Figures of Speech	CCSS.ELA-Literacy.L.9-10.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
B	6	Writers on Writing	1	Workshop: Figures of Speech	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	6	Writers on Writing	1	Workshop: Figures of Speech	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	6	Writers on Writing	2	Workshop: Poem vs. Essay vs. Interview	CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	6	Writers on Writing	2	Workshop: Poem vs. Essay vs. Interview	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
B	6	Writers on Writing	2	Workshop: Poem vs. Essay vs. Interview	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	6	Writers on Writing	2	Workshop: Poem vs. Essay vs. Interview	CCSS.ELA-Literacy.RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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B	6	Writers on Writing	2	Workshop: Poem vs. Essay vs. Interview	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	6	Writers on Writing	3	Poem vs. Essay vs. Interview: Two Poems on Writing	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	6	Writers on Writing	3	Poem vs. Essay vs. Interview: Two Poems on Writing	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	6	Writers on Writing	3	Poem vs. Essay vs. Interview: Two Poems on Writing	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
B	6	Writers on Writing	4	Poem vs. Essay vs. Interview: "Why I Write"	CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	6	Writers on Writing	4	Poem vs. Essay vs. Interview: "Why I Write"	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	6	Writers on Writing	4	Poem vs. Essay vs. Interview: "Why I Write"	CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	6	Writers on Writing	4	Poem vs. Essay vs. Interview: "Why I Write"	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	6	Writers on Writing	4	Poem vs. Essay vs. Interview: "Why I Write"	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	6	Writers on Writing	5	Poem vs. Essay vs. Interview: "Interview with Simon Ortiz"	CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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B	6	Writers on Writing	5	Poem vs. Essay vs. Interview: "Interview with Simon Ortiz"	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	6	Writers on Writing	5	Poem vs. Essay vs. Interview: "Interview with Simon Ortiz"	CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	6	Writers on Writing	5	Poem vs. Essay vs. Interview: "Interview with Simon Ortiz"	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	6	Writers on Writing	5	Poem vs. Essay vs. Interview: "Interview with Simon Ortiz"	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	6	Writers on Writing	6	Your Choice	N/A Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
B	6	Writers on Writing	7	Unit Review: Writers on Writing	CCSS.ELA-Literacy.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
B	6	Writers on Writing	7	Unit Review: Writers on Writing	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
B	6	Writers on Writing	8	Unit Test: Writers on Writing	Multiple All assessed standards covered in this unit
B	6	Writers on Writing	9	Workshop: Choice Essay	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	6	Writers on Writing	9	Workshop: Choice Essay	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	7	English 10 Semesters A and B Tests	1	Semester Test: English 10 Semester A Test	Multiple All assessed standards covered in this unit

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B	7	English 10 Semesters A and B Tests	2	Your Choice	N/A	Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
B	7	English 10 Semesters A and B Tests	3	Semester Test: English 10 Semester B Test	Multiple	All assessed standards covered by this point in the course
B	7	English 10 Semesters A and B Tests	4	Your Choice	N/A	Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
B	7	English 10 Semesters A and B Tests	5	Your Choice	N/A	Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
B	7	English 10 Semesters A and B Tests	6	Your Choice	N/A	Students may use this lesson time to do any of the following: Complete work in progress or get ahead in their reading. Review prior lessons in the unit to prepare for the Unit Test, if there is one. Post or respond to posts on the discussion board. Prepare for their state standardized test.
B	8	Skills Center: Reading	1	Foundations	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
B	8	Skills Center: Reading	2	Textual Analysis	CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	8	Skills Center: Reading	3	Key Ideas and Details: Literature	CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
B	8	Skills Center: Reading	4	Key Ideas and Details: Informational Texts	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	8	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.L.9-10.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B	8	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
B	8	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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B	8	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts CCSS.ELA-Literacy.RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
B	9	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
B	9	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
B	9	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
B	9	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	9	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	9	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	9	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	9	Skills Center: Speaking and Listening	2	Listening CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
B	9	Skills Center: Speaking and Listening	3	Participating in Discussions CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
B	9	Skills Center: Speaking and Listening	3	Participating in Discussions CCSS.ELA-Literacy.SL.9-10.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B	9	Skills Center: Speaking and Listening	3	Participating in Discussions CCSS.ELA-Literacy.SL.9-10.1b	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

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B	9	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
B	9	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
B	10	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	10	Skills Center: Writing	2	Argument	CCSS.ELA-Literacy.W.9-10.1b Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
B	10	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.W.9-10.2a Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B	10	Skills Center: Writing	4	Narrative Writing	CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
B	10	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	10	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	11	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
B	11	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.5b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.

Stride		Common Core English Language Arts Standards Grades 11-12 Attachment 28 - ACAD Compared to ENG303E3 Summit American Literature				
Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Early American Writings	1	American Literature Semester A Introduction	N/A	This lesson will introduce students to the course. They will learn about its content, structure, and organization. They will also learn about course requirements and expectations. By the conclusion of this lesson, students should have a clear idea of what this English course will ask them to read, learn, and do.
A	1	Early American Writings	2	Early American Writings	CCSS.ELA-Literacy.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
A	1	Early American Writings	2	Early American Writings	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	1	Early American Writings	2	Early American Writings	CCSS.ELA-Literacy.RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	1	Early American Writings	2	Early American Writings	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
A	1	Early American Writings	2	Early American Writings	CCSS.ELA-Literacy.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
A	1	Early American Writings	2	Early American Writings	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	1	Early American Writings	3	Analyze Of Plymouth Plantation Excerpt	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	1	Early American Writings	3	Analyze Of Plymouth Plantation Excerpt	CCSS.ELA-Literacy.RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

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A	1	Early American Writings	3	Analyze Of Plymouth Plantation Excerpt	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
A	1	Early American Writings	3	Analyze Of Plymouth Plantation Excerpt	CCSS.ELA-Literacy.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
A	1	Early American Writings	3	Analyze Of Plymouth Plantation Excerpt	CCSS.ELA-Literacy.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
A	1	Early American Writings	3	Analyze Of Plymouth Plantation Excerpt	CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
A	1	Early American Writings	3	Analyze Of Plymouth Plantation Excerpt	CCSS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	1	Early American Writings	4	Analyze "A Model of Christian Charity"	CCSS.ELA-Literacy.RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	1	Early American Writings	4	Analyze "A Model of Christian Charity"	CCSS.ELA-Literacy.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
A	1	Early American Writings	4	Analyze "A Model of Christian Charity"	CCSS.ELA-Literacy.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
A	1	Early American Writings	4	Analyze "A Model of Christian Charity"	CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
A	1	Early American Writings	4	Analyze "A Model of Christian Charity"	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	1	Early American Writings	5	Analyze the Poetry of Anne Bradstreet	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	1	Early American Writings	5	Analyze the Poetry of Anne Bradstreet	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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A	1	Early American Writings	5	Analyze the Poetry of Anne Bradstreet	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	1	Early American Writings	5	Analyze the Poetry of Anne Bradstreet	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	1	Early American Writings	6	Read "Sinners in the Hands of an Angry God"	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	1	Early American Writings	6	Read "Sinners in the Hands of an Angry God"	CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	1	Early American Writings	6	Read "Sinners in the Hands of an Angry God"	CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
A	1	Early American Writings	6	Read "Sinners in the Hands of an Angry God"	CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
A	1	Early American Writings	6	Read "Sinners in the Hands of an Angry God"	CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
A	1	Early American Writings	6	Read "Sinners in the Hands of an Angry God"	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	1	Early American Writings	7	Analyze "Sinners in the Hands of an Angry God"	CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	1	Early American Writings	7	Analyze "Sinners in the Hands of an Angry God"	CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
A	1	Early American Writings	7	Analyze "Sinners in the Hands of an Angry God"	CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
A	1	Early American Writings	7	Analyze "Sinners in the Hands of an Angry God"	CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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A	1	Early American Writings	7	Analyze "Sinners in the Hands of an Angry God"	CCSS.ELA-Literacy.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
A	1	Early American Writings	7	Analyze "Sinners in the Hands of an Angry God"	CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
A	1	Early American Writings	7	Analyze "Sinners in the Hands of an Angry God"	CCSS.ELA-Literacy.RI.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	1	Early American Writings	7	Analyze "Sinners in the Hands of an Angry God"	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	1	Early American Writings	8	Discuss: Early American Writings	CCSS.ELA-Literacy.SL.11-12.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
A	1	Early American Writings	8	Discuss: Early American Writings	CCSS.ELA-Literacy.SL.11-12.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
A	1	Early American Writings	8	Discuss: Early American Writings	CCSS.ELA-Literacy.SL.11-12.1b	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
A	1	Early American Writings	8	Discuss: Early American Writings	CCSS.ELA-Literacy.SL.11-12.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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A	1	Early American Writings	8	Discuss: Early American Writings	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	1	Early American Writings	8	Discuss: Early American Writings	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	1	Early American Writings	8	Discuss: Early American Writings	CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	1	Early American Writings	8	Discuss: Early American Writings	CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
A	1	Early American Writings	8	Discuss: Early American Writings	CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	1	Early American Writings	8	Discuss: Early American Writings	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	1	Early American Writings	8	Discuss: Early American Writings	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	1	Early American Writings	8	Discuss: Early American Writings	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	1	Early American Writings	9	Early American Writings Unit Test	Multiple All assessed standards covered in this unit
A	2	Voices of an Emerging Nation	1	Voices of an Emerging Nation	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	2	Voices of an Emerging Nation	1	Voices of an Emerging Nation	CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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A	2	Voices of an Emerging Nation	1	Voices of an Emerging Nation	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	2	Voices of an Emerging Nation	1	Voices of an Emerging Nation	CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
A	2	Voices of an Emerging Nation	2	Read: Benjamin Franklin Excerpts	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	2	Voices of an Emerging Nation	2	Read: Benjamin Franklin Excerpts	CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	2	Voices of an Emerging Nation	2	Read: Benjamin Franklin Excerpts	CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
A	2	Voices of an Emerging Nation	3	Writings of Benjamin Franklin	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	2	Voices of an Emerging Nation	3	Writings of Benjamin Franklin	CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	2	Voices of an Emerging Nation	3	Writings of Benjamin Franklin	CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
A	2	Voices of an Emerging Nation	3	Writings of Benjamin Franklin	CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
A	2	Voices of an Emerging Nation	3	Writings of Benjamin Franklin	CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
A	2	Voices of an Emerging Nation	3	Writings of Benjamin Franklin	CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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A	2	Voices of an Emerging Nation	3	Writings of Benjamin Franklin	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	2	Voices of an Emerging Nation	3	Writings of Benjamin Franklin	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	2	Voices of an Emerging Nation	3	Writings of Benjamin Franklin	CCSS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	2	Voices of an Emerging Nation	3	Writings of Benjamin Franklin	CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
A	2	Voices of an Emerging Nation	4	Writings of Thomas Paine	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	2	Voices of an Emerging Nation	4	Writings of Thomas Paine	CCSS.ELA-Literacy.RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	2	Voices of an Emerging Nation	4	Writings of Thomas Paine	CCSS.ELA-Literacy.RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
A	2	Voices of an Emerging Nation	4	Writings of Thomas Paine	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
A	2	Voices of an Emerging Nation	4	Writings of Thomas Paine	CCSS.ELA-Literacy.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
A	2	Voices of an Emerging Nation	4	Writings of Thomas Paine	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	2	Voices of an Emerging Nation	4	Writings of Thomas Paine	CCSS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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A	2	Voices of an Emerging Nation	4	Writings of Thomas Paine	CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
A	2	Voices of an Emerging Nation	4	Writings of Thomas Paine	CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
A	2	Voices of an Emerging Nation	4	Writings of Thomas Paine	CCSS.ELA-Literacy.L.11-12.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
A	2	Voices of an Emerging Nation	5	The Declaration of Independence	CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
A	2	Voices of an Emerging Nation	5	The Declaration of Independence	CCSS.ELA-Literacy.W.11-12.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
A	2	Voices of an Emerging Nation	5	The Declaration of Independence	CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	2	Voices of an Emerging Nation	5	The Declaration of Independence	CCSS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
A	2	Voices of an Emerging Nation	5	The Declaration of Independence	CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
A	2	Voices of an Emerging Nation	5	The Declaration of Independence	CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
A	2	Voices of an Emerging Nation	5	The Declaration of Independence	CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
A	2	Voices of an Emerging Nation	5	The Declaration of Independence	CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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A	2	Voices of an Emerging Nation	5	The Declaration of Independence	CCSS.ELA-Literacy.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
A	2	Voices of an Emerging Nation	5	The Declaration of Independence	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	2	Voices of an Emerging Nation	5	The Declaration of Independence	CCSS.ELA-Literacy.L.11-12.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
A	2	Voices of an Emerging Nation	5	The Declaration of Independence	CCSS.ELA-Literacy.L.11-12.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
A	2	Voices of an Emerging Nation	6	Writings of Olaudah Equiano and Phillis Wheatley	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	2	Voices of an Emerging Nation	6	Writings of Olaudah Equiano and Phillis Wheatley	CCSS.ELA-Literacy.RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	2	Voices of an Emerging Nation	6	Writings of Olaudah Equiano and Phillis Wheatley	CCSS.ELA-Literacy.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
A	2	Voices of an Emerging Nation	6	Writings of Olaudah Equiano and Phillis Wheatley	CCSS.ELA-Literacy.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
A	2	Voices of an Emerging Nation	6	Writings of Olaudah Equiano and Phillis Wheatley	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	2	Voices of an Emerging Nation	6	Writings of Olaudah Equiano and Phillis Wheatley	CCSS.ELA-Literacy.RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
A	2	Voices of an Emerging Nation	6	Writings of Olaudah Equiano and Phillis Wheatley	CCSS.ELA-Literacy.W.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

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A	2	Voices of an Emerging Nation	7	Discuss: How Have Voices Changed? CCSS.ELA-Literacy.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
A	2	Voices of an Emerging Nation	7	Discuss: How Have Voices Changed? CCSS.ELA-Literacy.SL.11-12.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
A	2	Voices of an Emerging Nation	7	Discuss: How Have Voices Changed? CCSS.ELA-Literacy.SL.11-12.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
A	2	Voices of an Emerging Nation	7	Discuss: How Have Voices Changed? CCSS.ELA-Literacy.SL.11-12.1b	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
A	2	Voices of an Emerging Nation	7	Discuss: How Have Voices Changed? CCSS.ELA-Literacy.SL.11-12.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	2	Voices of an Emerging Nation	7	Discuss: How Have Voices Changed? CCSS.ELA-Literacy.RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	2	Voices of an Emerging Nation	7	Discuss: How Have Voices Changed? CCSS.ELA-Literacy.RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

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A	2	Voices of an Emerging Nation	7	Discuss: How Have Voices Changed?	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	2	Voices of an Emerging Nation	8	"The Star-Spangled Banner"	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	2	Voices of an Emerging Nation	8	"The Star-Spangled Banner"	CCSS.ELA-Literacy.RL.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	2	Voices of an Emerging Nation	8	"The Star-Spangled Banner"	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
A	2	Voices of an Emerging Nation	8	"The Star-Spangled Banner"	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	2	Voices of an Emerging Nation	8	"The Star-Spangled Banner"	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	2	Voices of an Emerging Nation	8	"The Star-Spangled Banner"	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	2	Voices of an Emerging Nation	9	Voices of an Emerging Nation Unit Review	N/A	In this lesson, students will prepare for the Unit Test by reviewing what they have read. To prepare, students should review the following materials: The readings from this unit The notes they took and the questions they answered in their Student Guide as they completed the lessons in this unit The online lessons and any materials provided in them
A	2	Voices of an Emerging Nation	10	Voices of an Emerging Nation Unit Test	Multiple	All assessed standards covered in this unit
A	3	Critical Skills Practice 1	1	Critical Skills Practice 1	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	3	Critical Skills Practice 1	1	Critical Skills Practice 1	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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A	3	Critical Skills Practice 1	1	Critical Skills Practice 1	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	3	Critical Skills Practice 1	1	Critical Skills Practice 1	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	3	Critical Skills Practice 1	1	Critical Skills Practice 1	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
A	3	Critical Skills Practice 1	1	Critical Skills Practice 1	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	3	Critical Skills Practice 1	2	Critical Reading Skills - Passage-Based Questions	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Critical Skills Practice 1	2	Critical Reading Skills - Passage-Based Questions	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	3	Critical Skills Practice 1	2	Critical Reading Skills - Passage-Based Questions	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	3	Critical Skills Practice 1	3	Critical Reading Skills - Sentence Completion Questions	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Critical Skills Practice 1	3	Critical Reading Skills - Sentence Completion Questions	CCSS.ELA-Literacy.L.11-12.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.

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A	3	Critical Skills Practice 1	3	Critical Reading Skills - Sentence Completion Questions	CCSS.ELA-Literacy.L.11-12.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
A	3	Critical Skills Practice 1	3	Critical Reading Skills - Sentence Completion Questions	CCSS.ELA-Literacy.L.11-12.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	3	Critical Skills Practice 1	3	Critical Reading Skills - Sentence Completion Questions	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	3	Critical Skills Practice 1	3	Critical Reading Skills - Sentence Completion Questions	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	3	Critical Skills Practice 1	4	Writing Skills - Responding to Prompts	CCSS.ELA-Literacy.L.11-12.3a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
A	3	Critical Skills Practice 1	4	Writing Skills - Responding to Prompts	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	3	Critical Skills Practice 1	4	Writing Skills - Responding to Prompts	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	3	Critical Skills Practice 1	4	Writing Skills - Responding to Prompts	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	3	Critical Skills Practice 1	4	Writing Skills - Responding to Prompts	CCSS.ELA-Literacy.W.11-12.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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A	3	Critical Skills Practice 1	4	Writing Skills - Responding to Prompts	<p>CCSS.ELA-Literacy.W.11-12.2b</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
A	3	Critical Skills Practice 1	4	Writing Skills - Responding to Prompts	<p>CCSS.ELA-Literacy.W.11-12.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
A	3	Critical Skills Practice 1	4	Writing Skills - Responding to Prompts	<p>CCSS.ELA-Literacy.W.11-12.2a</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
A	3	Critical Skills Practice 1	4	Writing Skills - Responding to Prompts	<p>CCSS.ELA-Literacy.W.11-12.1e</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>
A	3	Critical Skills Practice 1	4	Writing Skills - Responding to Prompts	<p>CCSS.ELA-Literacy.W.11-12.1d</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
A	3	Critical Skills Practice 1	4	Writing Skills - Responding to Prompts	<p>CCSS.ELA-Literacy.W.11-12.1b</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>
A	3	Critical Skills Practice 1	4	Writing Skills - Responding to Prompts	<p>CCSS.ELA-Literacy.W.11-12.1a</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>
A	3	Critical Skills Practice 1	4	Writing Skills - Responding to Prompts	<p>CCSS.ELA-Literacy.W.11-12.1</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
A	3	Critical Skills Practice 1	4	Writing Skills - Responding to Prompts	<p>CCSS.ELA-Literacy.RI.11-12.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
A	3	Critical Skills Practice 1	4	Writing Skills - Responding to Prompts	<p>CCSS.ELA-Literacy.L.11-12.1a</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>

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A	3	Critical Skills Practice 1	4	Writing Skills - Responding to Prompts	L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
A	3	Critical Skills Practice 1	5	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
A	3	Critical Skills Practice 1	5	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
A	3	Critical Skills Practice 1	5	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
A	3	Critical Skills Practice 1	5	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.3a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
A	3	Critical Skills Practice 1	5	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
A	3	Critical Skills Practice 1	5	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	3	Critical Skills Practice 1	6	Critical Skills Practice 1 Unit Test	Multiple	All assessed standards covered in this unit
A	4	Creating an American Mythology	1	Creating an American Mythology	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	4	Creating an American Mythology	1	Creating an American Mythology	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	4	Creating an American Mythology	1	Creating an American Mythology	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

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A	4	Creating an American Mythology	2	Read "Rip Van Winkle"	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	4	Creating an American Mythology	2	Read "Rip Van Winkle"	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	4	Creating an American Mythology	2	Read "Rip Van Winkle"	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	4	Creating an American Mythology	2	Read "Rip Van Winkle"	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
A	4	Creating an American Mythology	3	Analyze "Rip Van Winkle"	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	4	Creating an American Mythology	3	Analyze "Rip Van Winkle"	CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	4	Creating an American Mythology	3	Analyze "Rip Van Winkle"	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	4	Creating an American Mythology	3	Analyze "Rip Van Winkle"	CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
A	4	Creating an American Mythology	3	Analyze "Rip Van Winkle"	CCSS.ELA-Literacy.W.11-12.2a Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	4	Creating an American Mythology	3	Analyze "Rip Van Winkle"	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.

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A	4	Creating an American Mythology	3	Analyze "Rip Van Winkle"	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	4	Creating an American Mythology	3	Analyze "Rip Van Winkle"	CCSS.ELA-Literacy.W.11-12.2b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	4	Creating an American Mythology	3	Analyze "Rip Van Winkle"	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
A	4	Creating an American Mythology	4	"Old Ironsides"	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	4	Creating an American Mythology	4	"Old Ironsides"	CCSS.ELA-Literacy.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
A	4	Creating an American Mythology	4	"Old Ironsides"	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	4	Creating an American Mythology	4	"Old Ironsides"	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	4	Creating an American Mythology	4	"Old Ironsides"	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	4	Creating an American Mythology	4	"Old Ironsides"	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
A	4	Creating an American Mythology	4	"Old Ironsides"	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	4	Creating an American Mythology	5	Drafting an Essay	CCSS.ELA-Literacy.L.11-12.3a Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

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A	4	Creating an American Mythology	5	Drafting an Essay	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	4	Creating an American Mythology	5	Drafting an Essay	CCSS.ELA-Literacy.W.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
A	4	Creating an American Mythology	5	Drafting an Essay	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	4	Creating an American Mythology	5	Drafting an Essay	CCSS.ELA-Literacy.W.11-12.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
A	4	Creating an American Mythology	5	Drafting an Essay	CCSS.ELA-Literacy.W.11-12.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
A	4	Creating an American Mythology	5	Drafting an Essay	CCSS.ELA-Literacy.W.11-12.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
A	4	Creating an American Mythology	5	Drafting an Essay	CCSS.ELA-Literacy.W.11-12.2c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
A	4	Creating an American Mythology	5	Drafting an Essay	CCSS.ELA-Literacy.W.11-12.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	4	Creating an American Mythology	5	Drafting an Essay	CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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A	4	Creating an American Mythology	5	Drafting an Essay	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	4	Creating an American Mythology	6	"The Village Blacksmith"	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	4	Creating an American Mythology	6	"The Village Blacksmith"	CCSS.ELA-Literacy.L.11-12.3a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
A	4	Creating an American Mythology	6	"The Village Blacksmith"	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	4	Creating an American Mythology	6	"The Village Blacksmith"	CCSS.ELA-Literacy.W.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
A	4	Creating an American Mythology	6	"The Village Blacksmith"	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	4	Creating an American Mythology	6	"The Village Blacksmith"	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	4	Creating an American Mythology	6	"The Village Blacksmith"	CCSS.ELA-Literacy.W.11-12.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
A	4	Creating an American Mythology	6	"The Village Blacksmith"	CCSS.ELA-Literacy.W.11-12.2c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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A	4	Creating an American Mythology	6	"The Village Blacksmith"	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	4	Creating an American Mythology	6	"The Village Blacksmith"	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	4	Creating an American Mythology	6	"The Village Blacksmith"	CCSS.ELA-Literacy.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
A	4	Creating an American Mythology	6	"The Village Blacksmith"	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	4	Creating an American Mythology	6	"The Village Blacksmith"	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	4	Creating an American Mythology	6	"The Village Blacksmith"	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	4	Creating an American Mythology	7	Creating an American Mythology Unit Review	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	4	Creating an American Mythology	7	Creating an American Mythology Unit Review	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	4	Creating an American Mythology	7	Creating an American Mythology Unit Review	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	4	Creating an American Mythology	7	Creating an American Mythology Unit Review	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	4	Creating an American Mythology	7	Creating an American Mythology Unit Review	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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A	4	Creating an American Mythology	7	Creating an American Mythology Unit Review	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	4	Creating an American Mythology	7	Creating an American Mythology Unit Review	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
A	4	Creating an American Mythology	7	Creating an American Mythology Unit Review	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	4	Creating an American Mythology	8	Creating an American Mythology Unit Test	Multiple	All assessed standards covered in this unit
A	5	The American Renaissance	1	The American Renaissance	CCSS.ELA-Literacy.RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	5	The American Renaissance	1	The American Renaissance	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	5	The American Renaissance	1	The American Renaissance	CCSS.ELA-Literacy.RI.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	5	The American Renaissance	1	The American Renaissance	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	5	The American Renaissance	1	The American Renaissance	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	5	The American Renaissance	2	Poetry of Ralph Waldo Emerson	CCSS.ELA-Literacy.RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	5	The American Renaissance	2	Poetry of Ralph Waldo Emerson	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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A	5	The American Renaissance	2	Poetry of Ralph Waldo Emerson	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	5	The American Renaissance	2	Poetry of Ralph Waldo Emerson	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	5	The American Renaissance	2	Poetry of Ralph Waldo Emerson	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	5	The American Renaissance	2	Poetry of Ralph Waldo Emerson	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	5	The American Renaissance	2	Poetry of Ralph Waldo Emerson	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	5	The American Renaissance	3	"Self-Reliance"	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	5	The American Renaissance	3	"Self-Reliance"	CCSS.ELA-Literacy.RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	5	The American Renaissance	3	"Self-Reliance"	CCSS.ELA-Literacy.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
A	5	The American Renaissance	3	"Self-Reliance"	CCSS.ELA-Literacy.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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A	5	The American Renaissance	4	Discuss: Applying Emerson's Ideals	CCSS.ELA-Literacy.SL.11-12.1c	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
A	5	The American Renaissance	4	Discuss: Applying Emerson's Ideals	CCSS.ELA-Literacy.SL.11-12.1a	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
A	5	The American Renaissance	4	Discuss: Applying Emerson's Ideals	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	5	The American Renaissance	4	Discuss: Applying Emerson's Ideals	CCSS.ELA-Literacy.RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	5	The American Renaissance	4	Discuss: Applying Emerson's Ideals	CCSS.ELA-Literacy.SL.11-12.1b	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>
A	5	The American Renaissance	4	Discuss: Applying Emerson's Ideals	CCSS.ELA-Literacy.SL.11-12.1d	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
A	5	The American Renaissance	4	Discuss: Applying Emerson's Ideals	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

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A	5	The American Renaissance	5	Read Walden	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	5	The American Renaissance	5	Read Walden	CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
A	5	The American Renaissance	5	Read Walden	CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	5	The American Renaissance	6	Analyze Walden	CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	5	The American Renaissance	6	Analyze Walden	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	5	The American Renaissance	6	Analyze Walden	CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	5	The American Renaissance	6	Analyze Walden	CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
A	5	The American Renaissance	6	Analyze Walden	CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
A	5	The American Renaissance	7	Read "The Birthmark"	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	5	The American Renaissance	7	Read "The Birthmark"	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

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A	5	The American Renaissance	7	Read "The Birthmark"	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	5	The American Renaissance	8	Analyze "The Birthmark"	CCSS.ELA-Literacy.L.11-12.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
A	5	The American Renaissance	8	Analyze "The Birthmark"	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	5	The American Renaissance	8	Analyze "The Birthmark"	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	5	The American Renaissance	8	Analyze "The Birthmark"	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
A	5	The American Renaissance	8	Analyze "The Birthmark"	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	5	The American Renaissance	9	Moby-Dick, Session 1	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	5	The American Renaissance	9	Moby-Dick, Session 1	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
A	5	The American Renaissance	10	Moby-Dick, Session 2	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	5	The American Renaissance	10	Moby-Dick, Session 2	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

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A	5	The American Renaissance	10	Moby-Dick, Session 2	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
A	5	The American Renaissance	10	Moby-Dick, Session 2	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	5	The American Renaissance	10	Moby-Dick, Session 2	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	5	The American Renaissance	10	Moby-Dick, Session 2	CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	5	The American Renaissance	10	Moby-Dick, Session 2	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	5	The American Renaissance	11	The American Renaissance Unit Review	CCSS.ELA-Literacy.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
A	5	The American Renaissance	11	The American Renaissance Unit Review	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	5	The American Renaissance	11	The American Renaissance Unit Review	CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	5	The American Renaissance	11	The American Renaissance Unit Review	CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
A	5	The American Renaissance	11	The American Renaissance Unit Review	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	5	The American Renaissance	11	The American Renaissance Unit Review	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period or era interact and influence each other.

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A	5	The American Renaissance	11	The American Renaissance Unit Review	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	5	The American Renaissance	12	The American Renaissance Unit Test	Multiple All assessed standards covered in this unit
A	6	The American Voice	1	The American Voice	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	6	The American Voice	1	The American Voice	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	6	The American Voice	2	Poetry of Walt Whitman, Session 1	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	6	The American Voice	2	Poetry of Walt Whitman, Session 1	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	6	The American Voice	2	Poetry of Walt Whitman, Session 1	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	6	The American Voice	3	Poetry of Walt Whitman, Session 2	CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	6	The American Voice	3	Poetry of Walt Whitman, Session 2	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	6	The American Voice	3	Poetry of Walt Whitman, Session 2	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

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A	6	The American Voice	3	Poetry of Walt Whitman, Session 2 CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	6	The American Voice	3	Poetry of Walt Whitman, Session 2 CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	6	The American Voice	4	Poetry of Walt Whitman, Session 3 CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	6	The American Voice	4	Poetry of Walt Whitman, Session 3 CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	6	The American Voice	4	Poetry of Walt Whitman, Session 3 CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	6	The American Voice	4	Poetry of Walt Whitman, Session 3 CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	6	The American Voice	4	Poetry of Walt Whitman, Session 3 CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	6	The American Voice	4	Poetry of Walt Whitman, Session 3 CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	6	The American Voice	5	Poetry of Emily Dickinson, Session 1 CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	6	The American Voice	5	Poetry of Emily Dickinson, Session 1 CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	6	The American Voice	5	Poetry of Emily Dickinson, Session 1 CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

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A	6	The American Voice	5	Poetry of Emily Dickinson, Session 1	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	6	The American Voice	6	Poetry of Emily Dickinson, Session 2	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	6	The American Voice	6	Poetry of Emily Dickinson, Session 2	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	6	The American Voice	6	Poetry of Emily Dickinson, Session 2	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	6	The American Voice	6	Poetry of Emily Dickinson, Session 2	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	6	The American Voice	7	Discuss: Similar Topics, Different Approaches	CCSS.ELA-Literacy.SL.11-12.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
A	6	The American Voice	7	Discuss: Similar Topics, Different Approaches	CCSS.ELA-Literacy.SL.11-12.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
A	6	The American Voice	7	Discuss: Similar Topics, Different Approaches	CCSS.ELA-Literacy.SL.11-12.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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A	6	The American Voice	7	Discuss: Similar Topics, Different Approaches	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	6	The American Voice	8	The American Voice Unit Review	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	6	The American Voice	8	The American Voice Unit Review	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	6	The American Voice	8	The American Voice Unit Review	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	6	The American Voice	8	The American Voice Unit Review	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	6	The American Voice	9	The American Voice Unit Test	Multiple	All assessed standards covered in this unit
A	7	Literature of Enslavement and the Civil War	1	Literature of Enslavement and the Civil War	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	7	Literature of Enslavement and the Civil War	1	Literature of Enslavement and the Civil War	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	7	Literature of Enslavement and the Civil War	1	Literature of Enslavement and the Civil War	CCSS.ELA-Literacy.W.11-12.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
A	7	Literature of Enslavement and the Civil War	1	Literature of Enslavement and the Civil War	CCSS.ELA-Literacy.W.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

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A	7	Literature of Enslavement and the Civil War	1	Literature of Enslavement and the Civil War CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	7	Literature of Enslavement and the Civil War	1	Literature of Enslavement and the Civil War CCSS.ELA-Literacy.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
A	7	Literature of Enslavement and the Civil War	1	Literature of Enslavement and the Civil War CCSS.ELA-Literacy.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
A	7	Literature of Enslavement and the Civil War	1	Literature of Enslavement and the Civil War CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
A	7	Literature of Enslavement and the Civil War	1	Literature of Enslavement and the Civil War CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	7	Literature of Enslavement and the Civil War	1	Literature of Enslavement and the Civil War CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	7	Literature of Enslavement and the Civil War	1	Literature of Enslavement and the Civil War CCSS.ELA-Literacy.RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	7	Literature of Enslavement and the Civil War	2	Analyze Benjamin Banneker's Letter CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
A	7	Literature of Enslavement and the Civil War	2	Analyze Benjamin Banneker's Letter CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	7	Literature of Enslavement and the Civil War	2	Analyze Benjamin Banneker's Letter CCSS.ELA-Literacy.RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

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A	7	Literature of Enslavement and the Civil War	2	Analyze Benjamin Banneker's Letter	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
A	7	Literature of Enslavement and the Civil War	2	Analyze Benjamin Banneker's Letter	CCSS.ELA-Literacy.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
A	7	Literature of Enslavement and the Civil War	2	Analyze Benjamin Banneker's Letter	CCSS.ELA-Literacy.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
A	7	Literature of Enslavement and the Civil War	2	Analyze Benjamin Banneker's Letter	CCSS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	7	Literature of Enslavement and the Civil War	2	Analyze Benjamin Banneker's Letter	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	7	Literature of Enslavement and the Civil War	2	Analyze Benjamin Banneker's Letter	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	7	Literature of Enslavement and the Civil War	2	Analyze Benjamin Banneker's Letter	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	7	Literature of Enslavement and the Civil War	2	Analyze Benjamin Banneker's Letter	CCSS.ELA-Literacy.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
A	7	Literature of Enslavement and the Civil War	2	Analyze Benjamin Banneker's Letter	CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
A	7	Literature of Enslavement and the Civil War	2	Analyze Benjamin Banneker's Letter	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	7	Literature of Enslavement and the Civil War	2	Analyze Benjamin Banneker's Letter	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	7	Literature of Enslavement and the Civil War	3	Analyze Three Spirituals	CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence.

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A	7	Literature of Enslavement and the Civil War	3	Analyze Three Spirituals CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
A	7	Literature of Enslavement and the Civil War	3	Analyze Three Spirituals CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	7	Literature of Enslavement and the Civil War	3	Analyze Three Spirituals CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	7	Literature of Enslavement and the Civil War	3	Analyze Three Spirituals CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	7	Literature of Enslavement and the Civil War	3	Analyze Three Spirituals CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	7	Literature of Enslavement and the Civil War	3	Analyze Three Spirituals CCSS.ELA-Literacy.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	7	Literature of Enslavement and the Civil War	3	Analyze Three Spirituals CCSS.ELA-Literacy.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
A	7	Literature of Enslavement and the Civil War	4	Read and Analyze "Fling Out the Anti-Slavery Flag" CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
A	7	Literature of Enslavement and the Civil War	4	Read and Analyze "Fling Out the Anti-Slavery Flag" CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	7	Literature of Enslavement and the Civil War	4	Read and Analyze "Fling Out the Anti-Slavery Flag" CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	7	Literature of Enslavement and the Civil War	4	Read and Analyze "Fling Out the Anti-Slavery Flag" CCSS.ELA-Literacy.W.11-12.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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A	7	Literature of Enslavement and the Civil War	4	Read and Analyze "Fling Out the Anti-Slavery Flag"	CCSS.ELA-Literacy.W.11-12.1a Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
A	7	Literature of Enslavement and the Civil War	4	Read and Analyze "Fling Out the Anti-Slavery Flag"	CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
A	7	Literature of Enslavement and the Civil War	4	Read and Analyze "Fling Out the Anti-Slavery Flag"	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	7	Literature of Enslavement and the Civil War	4	Read and Analyze "Fling Out the Anti-Slavery Flag"	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	7	Literature of Enslavement and the Civil War	4	Read and Analyze "Fling Out the Anti-Slavery Flag"	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	7	Literature of Enslavement and the Civil War	4	Read and Analyze "Fling Out the Anti-Slavery Flag"	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	7	Literature of Enslavement and the Civil War	4	Read and Analyze "Fling Out the Anti-Slavery Flag"	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	7	Literature of Enslavement and the Civil War	4	Read and Analyze "Fling Out the Anti-Slavery Flag"	CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
A	7	Literature of Enslavement and the Civil War	4	Read and Analyze "Fling Out the Anti-Slavery Flag"	CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
A	7	Literature of Enslavement and the Civil War	4	Read and Analyze "Fling Out the Anti-Slavery Flag"	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.

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A	7	Literature of Enslavement and the Civil War	4	Read and Analyze "Fling Out the Anti-Slavery Flag"	CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
A	7	Literature of Enslavement and the Civil War	4	Read and Analyze "Fling Out the Anti-Slavery Flag"	CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	7	Literature of Enslavement and the Civil War	5	Whitman and the Civil War, Session 1	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	7	Literature of Enslavement and the Civil War	5	Whitman and the Civil War, Session 1	CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	7	Literature of Enslavement and the Civil War	5	Whitman and the Civil War, Session 1	CCSS.ELA-Literacy.L.11-12.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
A	7	Literature of Enslavement and the Civil War	5	Whitman and the Civil War, Session 1	CCSS.ELA-Literacy.W.11-12.4 Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	7	Literature of Enslavement and the Civil War	5	Whitman and the Civil War, Session 1	CCSS.ELA-Literacy.W.11-12.1c Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
A	7	Literature of Enslavement and the Civil War	5	Whitman and the Civil War, Session 1	CCSS.ELA-Literacy.W.11-12.1a Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
A	7	Literature of Enslavement and the Civil War	5	Whitman and the Civil War, Session 1	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	7	Literature of Enslavement and the Civil War	5	Whitman and the Civil War, Session 1	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	7	Literature of Enslavement and the Civil War	5	Whitman and the Civil War, Session 1	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.

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A	7	Literature of Enslavement and the Civil War	5	Whitman and the Civil War, Session 1	CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
A	7	Literature of Enslavement and the Civil War	5	Whitman and the Civil War, Session 1	CCSS.ELA-Literacy.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
A	7	Literature of Enslavement and the Civil War	5	Whitman and the Civil War, Session 1	CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
A	7	Literature of Enslavement and the Civil War	5	Whitman and the Civil War, Session 1	CCSS.ELA-Literacy.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	7	Literature of Enslavement and the Civil War	6	Whitman and the Civil War, Session 2	CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
A	7	Literature of Enslavement and the Civil War	6	Whitman and the Civil War, Session 2	CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
A	7	Literature of Enslavement and the Civil War	6	Whitman and the Civil War, Session 2	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	7	Literature of Enslavement and the Civil War	6	Whitman and the Civil War, Session 2	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
A	7	Literature of Enslavement and the Civil War	6	Whitman and the Civil War, Session 2	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
A	7	Literature of Enslavement and the Civil War	6	Whitman and the Civil War, Session 2	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	7	Literature of Enslavement and the Civil War	6	Whitman and the Civil War, Session 2	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	7	Literature of Enslavement and the Civil War	6	Whitman and the Civil War, Session 2	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	7	Literature of Enslavement and the Civil War	6	Whitman and the Civil War, Session 2	CCSS.ELA-Literacy.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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A	7	Literature of Enslavement and the Civil War	6	Whitman and the Civil War, Session 2	CCSS.ELA-Literacy.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
A	7	Literature of Enslavement and the Civil War	7	Literature of Enslavement and the Civil War Unit Review	CCSS.ELA-Literacy.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	7	Literature of Enslavement and the Civil War	7	Literature of Enslavement and the Civil War Unit Review	CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
A	7	Literature of Enslavement and the Civil War	7	Literature of Enslavement and the Civil War Unit Review	CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
A	7	Literature of Enslavement and the Civil War	7	Literature of Enslavement and the Civil War Unit Review	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
A	7	Literature of Enslavement and the Civil War	7	Literature of Enslavement and the Civil War Unit Review	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	7	Literature of Enslavement and the Civil War	7	Literature of Enslavement and the Civil War Unit Review	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	7	Literature of Enslavement and the Civil War	7	Literature of Enslavement and the Civil War Unit Review	CCSS.ELA-Literacy.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
A	7	Literature of Enslavement and the Civil War	7	Literature of Enslavement and the Civil War Unit Review	CCSS.ELA-Literacy.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
A	7	Literature of Enslavement and the Civil War	7	Literature of Enslavement and the Civil War Unit Review	L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
A	7	Literature of Enslavement and the Civil War	8	Literature of Enslavement and the Civil War Unit Test	Multiple	All assessed standards covered in this unit
A	8	Realism, Regionalism, and Naturalism	1	Realism, Regionalism, and Naturalism	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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A	8	Realism, Regionalism, and Naturalism	1	Realism, Regionalism, and Naturalism	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	8	Realism, Regionalism, and Naturalism	1	Realism, Regionalism, and Naturalism	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	8	Realism, Regionalism, and Naturalism	1	Realism, Regionalism, and Naturalism	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	8	Realism, Regionalism, and Naturalism	2	"The Return of a Private"	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	8	Realism, Regionalism, and Naturalism	2	"The Return of a Private"	CCSS.ELA-Literacy.L.11-12.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
A	8	Realism, Regionalism, and Naturalism	2	"The Return of a Private"	CCSS.ELA-Literacy.L.11-12.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	8	Realism, Regionalism, and Naturalism	2	"The Return of a Private"	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	8	Realism, Regionalism, and Naturalism	2	"The Return of a Private"	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	8	Realism, Regionalism, and Naturalism	2	"The Return of a Private"	CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
A	8	Realism, Regionalism, and Naturalism	2	"The Return of a Private"	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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A	8	Realism, Regionalism, and Naturalism	2	"The Return of a Private"	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	8	Realism, Regionalism, and Naturalism	2	"The Return of a Private"	CCSS.ELA-Literacy.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
A	8	Realism, Regionalism, and Naturalism	3	Read "The Notorious Jumping Frog of Calaveras County"	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	8	Realism, Regionalism, and Naturalism	3	Read "The Notorious Jumping Frog of Calaveras County"	CCSS.ELA-Literacy.L.11-12.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
A	8	Realism, Regionalism, and Naturalism	3	Read "The Notorious Jumping Frog of Calaveras County"	CCSS.ELA-Literacy.L.11-12.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	8	Realism, Regionalism, and Naturalism	3	Read "The Notorious Jumping Frog of Calaveras County"	CCSS.ELA-Literacy.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
A	8	Realism, Regionalism, and Naturalism	3	Read "The Notorious Jumping Frog of Calaveras County"	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
A	8	Realism, Regionalism, and Naturalism	3	Read "The Notorious Jumping Frog of Calaveras County"	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	8	Realism, Regionalism, and Naturalism	4	Analyze "The Notorious Jumping Frog of Calaveras County"	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	8	Realism, Regionalism, and Naturalism	4	Analyze "The Notorious Jumping Frog of Calaveras County"	CCSS.ELA-Literacy.L.11-12.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

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A	8	Realism, Regionalism, and Naturalism	4	Analyze "The Notorious Jumping Frog of Calaveras County"	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	8	Realism, Regionalism, and Naturalism	4	Analyze "The Notorious Jumping Frog of Calaveras County"	CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
A	8	Realism, Regionalism, and Naturalism	4	Analyze "The Notorious Jumping Frog of Calaveras County"	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
A	8	Realism, Regionalism, and Naturalism	4	Analyze "The Notorious Jumping Frog of Calaveras County"	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
A	8	Realism, Regionalism, and Naturalism	5	Read "I Will Fight No More Forever" and "The School Days of an Indian Girl"	CCSS.ELA-Literacy.RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
A	8	Realism, Regionalism, and Naturalism	5	Read "I Will Fight No More Forever" and "The School Days of an Indian Girl"	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	8	Realism, Regionalism, and Naturalism	5	Read "I Will Fight No More Forever" and "The School Days of an Indian Girl"	CCSS.ELA-Literacy.RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	8	Realism, Regionalism, and Naturalism	5	Read "I Will Fight No More Forever" and "The School Days of an Indian Girl"	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
A	8	Realism, Regionalism, and Naturalism	5	Read "I Will Fight No More Forever" and "The School Days of an Indian Girl"	CCSS.ELA-Literacy.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
A	8	Realism, Regionalism, and Naturalism	5	Read "I Will Fight No More Forever" and "The School Days of an Indian Girl"	CCSS.ELA-Literacy.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
A	8	Realism, Regionalism, and Naturalism	6	Analyze "I Will Fight No More Forever" and "The School Days of an Indian Girl"	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	8	Realism, Regionalism, and Naturalism	6	Analyze "I Will Fight No More Forever" and "The School Days of an Indian Girl"	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.

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A	8	Realism, Regionalism, and Naturalism	6	Analyze "I Will Fight No More Forever" and "The School Days of an Indian Girl"	CCSS.ELA-Literacy.RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	8	Realism, Regionalism, and Naturalism	6	Analyze "I Will Fight No More Forever" and "The School Days of an Indian Girl"	CCSS.ELA-Literacy.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
A	8	Realism, Regionalism, and Naturalism	6	Analyze "I Will Fight No More Forever" and "The School Days of an Indian Girl"	CCSS.ELA-Literacy.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
A	8	Realism, Regionalism, and Naturalism	7	Poetry of Stephen Crane	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	8	Realism, Regionalism, and Naturalism	7	Poetry of Stephen Crane	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	8	Realism, Regionalism, and Naturalism	7	Poetry of Stephen Crane	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	8	Realism, Regionalism, and Naturalism	7	Poetry of Stephen Crane	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	8	Realism, Regionalism, and Naturalism	7	Poetry of Stephen Crane	CCSS.ELA-Literacy.RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	8	Realism, Regionalism, and Naturalism	8	Discuss: The Many Voices of American Literature	CCSS.ELA-Literacy.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
A	8	Realism, Regionalism, and Naturalism	8	Discuss: The Many Voices of American Literature	CCSS.ELA-Literacy.SL.11-12.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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A	8	Realism, Regionalism, and Naturalism	8	Discuss: The Many Voices of American Literature	CCSS.ELA-Literacy.SL.11-12.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
A	8	Realism, Regionalism, and Naturalism	8	Discuss: The Many Voices of American Literature	CCSS.ELA-Literacy.SL.11-12.1b	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
A	8	Realism, Regionalism, and Naturalism	8	Discuss: The Many Voices of American Literature	CCSS.ELA-Literacy.SL.11-12.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	8	Realism, Regionalism, and Naturalism	8	Discuss: The Many Voices of American Literature	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	8	Realism, Regionalism, and Naturalism	8	Discuss: The Many Voices of American Literature	CCSS.ELA-Literacy.RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
A	8	Realism, Regionalism, and Naturalism	8	Discuss: The Many Voices of American Literature	CCSS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	8	Realism, Regionalism, and Naturalism	8	Discuss: The Many Voices of American Literature	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	8	Realism, Regionalism, and Naturalism	8	Discuss: The Many Voices of American Literature	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	8	Realism, Regionalism, and Naturalism	9	Realism, Regionalism, and Naturalism Unit Review	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
A	8	Realism, Regionalism, and Naturalism	10	Realism, Regionalism, and Naturalism Unit Test	Multiple	All assessed standards covered in this unit
A	9.1	The Great Gatsby	1	The Great Gatsby, Session 1	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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A	9.1	The Great Gatsby	1	The Great Gatsby, Session 1	<p>CCSS.ELA-Literacy.RI.11-12.10</p> <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
A	9.1	The Great Gatsby	1	The Great Gatsby, Session 1	<p>CCSS.ELA-Literacy.RL.11-12.9</p> <p>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>
A	9.1	The Great Gatsby	1	The Great Gatsby, Session 1	<p>CCSS.ELA-Literacy.L.11-12.6</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
A	9.1	The Great Gatsby	1	The Great Gatsby, Session 1	<p>CCSS.ELA-Literacy.RL.11-12.5</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>
A	9.1	The Great Gatsby	2	The Great Gatsby, Session 2	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
A	9.1	The Great Gatsby	2	The Great Gatsby, Session 2	<p>CCSS.ELA-Literacy.RL.11-12.9</p> <p>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>
A	9.1	The Great Gatsby	3	The Great Gatsby, Session 3	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
A	9.1	The Great Gatsby	3	The Great Gatsby, Session 3	<p>CCSS.ELA-Literacy.RL.11-12.9</p> <p>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>
A	9.1	The Great Gatsby	4	The Great Gatsby, Session 4	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>

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A	9.1	The Great Gatsby	4	The Great Gatsby, Session 4	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	9.1	The Great Gatsby	4	The Great Gatsby, Session 4	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9.1	The Great Gatsby	5	The Great Gatsby, Session 5	CCSS.ELA-Literacy.SL.11-12.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
A	9.1	The Great Gatsby	5	The Great Gatsby, Session 5	CCSS.ELA-Literacy.SL.11-12.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
A	9.1	The Great Gatsby	5	The Great Gatsby, Session 5	CCSS.ELA-Literacy.SL.11-12.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	9.1	The Great Gatsby	5	The Great Gatsby, Session 5	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9.1	The Great Gatsby	5	The Great Gatsby, Session 5	CCSS.ELA-Literacy.SL.11-12.1b	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
A	9.1	The Great Gatsby	5	The Great Gatsby, Session 5	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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A	9.1	The Great Gatsby	5	The Great Gatsby, Session 5	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9.1	The Great Gatsby	5	The Great Gatsby, Session 5	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	9.1	The Great Gatsby	5	The Great Gatsby, Session 5	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	9.1	The Great Gatsby	5	The Great Gatsby, Session 5	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	9.1	The Great Gatsby	6	The Great Gatsby, Session 6	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	9.1	The Great Gatsby	6	The Great Gatsby, Session 6	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9.1	The Great Gatsby	6	The Great Gatsby, Session 6	CCSS.ELA-Literacy.W.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
A	9.1	The Great Gatsby	6	The Great Gatsby, Session 6	CCSS.ELA-Literacy.W.11-12.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
A	9.1	The Great Gatsby	6	The Great Gatsby, Session 6	CCSS.ELA-Literacy.W.11-12.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
A	9.1	The Great Gatsby	6	The Great Gatsby, Session 6	CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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A	9.1	The Great Gatsby	6	The Great Gatsby, Session 6	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9.1	The Great Gatsby	6	The Great Gatsby, Session 6	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	9.1	The Great Gatsby	6	The Great Gatsby, Session 6	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	9.1	The Great Gatsby	6	The Great Gatsby, Session 6	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
A	9.1	The Great Gatsby	6	The Great Gatsby, Session 6	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	9.1	The Great Gatsby	7	The Great Gatsby, Session 7	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9.1	The Great Gatsby	7	The Great Gatsby, Session 7	CCSS.ELA-Literacy.W.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
A	9.1	The Great Gatsby	7	The Great Gatsby, Session 7	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	9.1	The Great Gatsby	7	The Great Gatsby, Session 7	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	9.1	The Great Gatsby	7	The Great Gatsby, Session 7	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9.1	The Great Gatsby	7	The Great Gatsby, Session 7	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

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A	9.1	The Great Gatsby	7	The Great Gatsby, Session 7	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	9.1	The Great Gatsby	7	The Great Gatsby, Session 7	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9.1	The Great Gatsby	8	The Great Gatsby Literary Essay	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	9.1	The Great Gatsby	8	The Great Gatsby Literary Essay	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9.1	The Great Gatsby	8	The Great Gatsby Literary Essay	CCSS.ELA-Literacy.W.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
A	9.1	The Great Gatsby	8	The Great Gatsby Literary Essay	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	9.1	The Great Gatsby	8	The Great Gatsby Literary Essay	CCSS.ELA-Literacy.W.11-12.1e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
A	9.1	The Great Gatsby	8	The Great Gatsby Literary Essay	CCSS.ELA-Literacy.W.11-12.1d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
A	9.1	The Great Gatsby	8	The Great Gatsby Literary Essay	CCSS.ELA-Literacy.W.11-12.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
A	9.1	The Great Gatsby	8	The Great Gatsby Literary Essay	CCSS.ELA-Literacy.W.11-12.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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A	9.1	The Great Gatsby	8	The Great Gatsby Literary Essay	CCSS.ELA-Literacy.W.11-12.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
A	9.1	The Great Gatsby	8	The Great Gatsby Literary Essay	CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
A	9.1	The Great Gatsby	8	The Great Gatsby Literary Essay	CCSS.ELA-Literacy.W.11-12.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	9.1	The Great Gatsby	8	The Great Gatsby Literary Essay	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9.1	The Great Gatsby	9	The Great Gatsby Unit Review	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	9.1	The Great Gatsby	9	The Great Gatsby Unit Review	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9.1	The Great Gatsby	9	The Great Gatsby Unit Review	CCSS.ELA-Literacy.W.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
A	9.1	The Great Gatsby	9	The Great Gatsby Unit Review	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	9.1	The Great Gatsby	9	The Great Gatsby Unit Review	CCSS.ELA-Literacy.W.11-12.1e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
A	9.1	The Great Gatsby	9	The Great Gatsby Unit Review	CCSS.ELA-Literacy.W.11-12.1d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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A	9.1	The Great Gatsby	9	The Great Gatsby Unit Review	CCSS.ELA-Literacy.W.11-12.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
A	9.1	The Great Gatsby	9	The Great Gatsby Unit Review	CCSS.ELA-Literacy.W.11-12.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
A	9.1	The Great Gatsby	9	The Great Gatsby Unit Review	CCSS.ELA-Literacy.W.11-12.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
A	9.1	The Great Gatsby	9	The Great Gatsby Unit Review	CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
A	9.1	The Great Gatsby	9	The Great Gatsby Unit Review	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9.1	The Great Gatsby	9	The Great Gatsby Unit Review	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	9.1	The Great Gatsby	9	The Great Gatsby Unit Review	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9.1	The Great Gatsby	9	The Great Gatsby Unit Review	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	9.1	The Great Gatsby	9	The Great Gatsby Unit Review	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
A	9.1	The Great Gatsby	9	The Great Gatsby Unit Review	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	9.1	The Great Gatsby	9	The Great Gatsby Unit Review	L.6.3.b	Maintain consistency in style and tone.
A	9.1	The Great Gatsby	10	The Great Gatsby Unit Test	Multiple	All assessed standards covered in this unit

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A	9.2	The Red Badge of Courage	1	The Red Badge of Courage, Session 1	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
A	9.2	The Red Badge of Courage	1	The Red Badge of Courage, Session 1	<p>CCSS.ELA-Literacy.W.11-12.5</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
A	9.2	The Red Badge of Courage	1	The Red Badge of Courage, Session 1	<p>CCSS.ELA-Literacy.W.11-12.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
A	9.2	The Red Badge of Courage	1	The Red Badge of Courage, Session 1	<p>CCSS.ELA-Literacy.RL.11-12.9</p> <p>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>
A	9.2	The Red Badge of Courage	1	The Red Badge of Courage, Session 1	<p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
A	9.2	The Red Badge of Courage	1	The Red Badge of Courage, Session 1	<p>CCSS.ELA-Literacy.RI.11-12.10</p> <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
A	9.2	The Red Badge of Courage	1	The Red Badge of Courage, Session 1	<p>CCSS.ELA-Literacy.W.11-12.2a</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
A	9.2	The Red Badge of Courage	1	The Red Badge of Courage, Session 1	<p>CCSS.ELA-Literacy.W.11-12.2b</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
A	9.2	The Red Badge of Courage	1	The Red Badge of Courage, Session 1	<p>CCSS.ELA-Literacy.W.11-12.2c</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>

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A	9.2	The Red Badge of Courage	1	The Red Badge of Courage, Session 1	CCSS.ELA-Literacy.W.11-12.2d Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
A	9.2	The Red Badge of Courage	1	The Red Badge of Courage, Session 1	CCSS.ELA-Literacy.W.11-12.2e Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
A	9.2	The Red Badge of Courage	1	The Red Badge of Courage, Session 1	CCSS.ELA-Literacy.W.11-12.2f Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
A	9.2	The Red Badge of Courage	1	The Red Badge of Courage, Session 1	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	9.2	The Red Badge of Courage	1	The Red Badge of Courage, Session 1	L.6.3.a Vary sentence patterns for meaning, reader/listener interest, and style.
A	9.2	The Red Badge of Courage	2	The Red Badge of Courage, Session 2	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9.2	The Red Badge of Courage	2	The Red Badge of Courage, Session 2	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9.2	The Red Badge of Courage	2	The Red Badge of Courage, Session 2	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	9.2	The Red Badge of Courage	2	The Red Badge of Courage, Session 2	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	9.2	The Red Badge of Courage	2	The Red Badge of Courage, Session 2	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9.2	The Red Badge of Courage	3	The Red Badge of Courage, Session 3	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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A	9.2	The Red Badge of Courage	3	The Red Badge of Courage, Session 3	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9.2	The Red Badge of Courage	3	The Red Badge of Courage, Session 3	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	9.2	The Red Badge of Courage	3	The Red Badge of Courage, Session 3	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	9.2	The Red Badge of Courage	3	The Red Badge of Courage, Session 3	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	9.2	The Red Badge of Courage	3	The Red Badge of Courage, Session 3	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9.2	The Red Badge of Courage	4	The Red Badge of Courage, Session 4	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9.2	The Red Badge of Courage	4	The Red Badge of Courage, Session 4	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9.2	The Red Badge of Courage	4	The Red Badge of Courage, Session 4	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	9.2	The Red Badge of Courage	4	The Red Badge of Courage, Session 4	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
A	9.2	The Red Badge of Courage	4	The Red Badge of Courage, Session 4	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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A	9.2	The Red Badge of Courage	5	The Red Badge of Courage, Session 5	CCSS.ELA-Literacy.SL.11-12.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
A	9.2	The Red Badge of Courage	5	The Red Badge of Courage, Session 5	CCSS.ELA-Literacy.SL.11-12.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
A	9.2	The Red Badge of Courage	5	The Red Badge of Courage, Session 5	CCSS.ELA-Literacy.SL.11-12.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	9.2	The Red Badge of Courage	5	The Red Badge of Courage, Session 5	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	9.2	The Red Badge of Courage	5	The Red Badge of Courage, Session 5	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	9.2	The Red Badge of Courage	5	The Red Badge of Courage, Session 5	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	9.2	The Red Badge of Courage	6	The Red Badge of Courage, Session 6	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	9.2	The Red Badge of Courage	6	The Red Badge of Courage, Session 6	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
A	9.2	The Red Badge of Courage	6	The Red Badge of Courage, Session 6	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

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A	9.2	The Red Badge of Courage	6	The Red Badge of Courage, Session 6 CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	9.2	The Red Badge of Courage	6	The Red Badge of Courage, Session 6 CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9.2	The Red Badge of Courage	6	The Red Badge of Courage, Session 6 CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9.2	The Red Badge of Courage	6	The Red Badge of Courage, Session 6 CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	9.2	The Red Badge of Courage	6	The Red Badge of Courage, Session 6 CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
A	9.2	The Red Badge of Courage	6	The Red Badge of Courage, Session 6 CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
A	9.2	The Red Badge of Courage	6	The Red Badge of Courage, Session 6 CCSS.ELA-Literacy.W.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
A	9.2	The Red Badge of Courage	7	The Red Badge of Courage, Session 7 CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
A	9.2	The Red Badge of Courage	7	The Red Badge of Courage, Session 7 CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9.2	The Red Badge of Courage	7	The Red Badge of Courage, Session 7 CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
A	9.2	The Red Badge of Courage	7	The Red Badge of Courage, Session 7 CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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A	9.2	The Red Badge of Courage	7	The Red Badge of Courage, Session 7	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
A	9.2	The Red Badge of Courage	7	The Red Badge of Courage, Session 7	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9.2	The Red Badge of Courage	7	The Red Badge of Courage, Session 7	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	9.2	The Red Badge of Courage	7	The Red Badge of Courage, Session 7	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9.2	The Red Badge of Courage	8	Write a Literary Essay	CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	9.2	The Red Badge of Courage	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9.2	The Red Badge of Courage	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
A	9.2	The Red Badge of Courage	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	9.2	The Red Badge of Courage	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	9.2	The Red Badge of Courage	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.1e Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
A	9.2	The Red Badge of Courage	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.1d Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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A	9.2	The Red Badge of Courage	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
A	9.2	The Red Badge of Courage	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
A	9.2	The Red Badge of Courage	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
A	9.2	The Red Badge of Courage	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
A	9.2	The Red Badge of Courage	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
A	9.2	The Red Badge of Courage	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
A	9.2	The Red Badge of Courage	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
A	9.2	The Red Badge of Courage	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.2c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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A	9.2	The Red Badge of Courage	8	Write a Literary Essay☐ CCSS.ELA-Literacy.W.11-12.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	9.2	The Red Badge of Courage	8	Write a Literary Essay☐ CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	9.2	The Red Badge of Courage	8	Write a Literary Essay☐ CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9.2	The Red Badge of Courage	8	Write a Literary Essay☐ CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9.2	The Red Badge of Courage	8	Write a Literary Essay☐ CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	9.2	The Red Badge of Courage	8	Write a Literary Essay☐ L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.
A	9.2	The Red Badge of Courage	9	The Red Badge of Courage Unit Review CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	9.2	The Red Badge of Courage	9	The Red Badge of Courage Unit Review CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9.2	The Red Badge of Courage	9	The Red Badge of Courage Unit Review CCSS.ELA-Literacy.W.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
A	9.2	The Red Badge of Courage	9	The Red Badge of Courage Unit Review CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

A	9.2	The Red Badge of Courage	9	The Red Badge of Courage Unit Review	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	9.2	The Red Badge of Courage	9	The Red Badge of Courage Unit Review	CCSS.ELA-Literacy.W.11-12.1e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
A	9.2	The Red Badge of Courage	9	The Red Badge of Courage Unit Review	CCSS.ELA-Literacy.W.11-12.1d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
A	9.2	The Red Badge of Courage	9	The Red Badge of Courage Unit Review	CCSS.ELA-Literacy.W.11-12.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
A	9.2	The Red Badge of Courage	9	The Red Badge of Courage Unit Review	CCSS.ELA-Literacy.W.11-12.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
A	9.2	The Red Badge of Courage	9	The Red Badge of Courage Unit Review	CCSS.ELA-Literacy.W.11-12.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
A	9.2	The Red Badge of Courage	9	The Red Badge of Courage Unit Review	CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
A	9.2	The Red Badge of Courage	9	The Red Badge of Courage Unit Review	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
A	9.2	The Red Badge of Courage	9	The Red Badge of Courage Unit Review	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	9.2	The Red Badge of Courage	9	The Red Badge of Courage Unit Review	L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.
A	9.2	The Red Badge of Courage	9	The Red Badge of Courage Unit Review	L.6.3.b	Maintain consistency in style and tone.
A	9.2	The Red Badge of Courage	10	The Red Badge of Courage Unit Test	Multiple	All assessed standards covered in this unit
A	10	Critical Skills Practice 2	1	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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A	10	Critical Skills Practice 2	1	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.L.11-12.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
A	10	Critical Skills Practice 2	1	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.L.11-12.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
A	10	Critical Skills Practice 2	1	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	10	Critical Skills Practice 2	1	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
A	10	Critical Skills Practice 2	1	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	10	Critical Skills Practice 2	2	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	10	Critical Skills Practice 2	2	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.L.11-12.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
A	10	Critical Skills Practice 2	2	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.L.11-12.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
A	10	Critical Skills Practice 2	2	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.L.11-12.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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A	10	Critical Skills Practice 2	2	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.L.11-12.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	10	Critical Skills Practice 2	2	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	10	Critical Skills Practice 2	2	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
A	10	Critical Skills Practice 2	2	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	10	Critical Skills Practice 2	3	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.3a Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
A	10	Critical Skills Practice 2	3	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
A	10	Critical Skills Practice 2	3	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
A	10	Critical Skills Practice 2	3	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	10	Critical Skills Practice 2	3	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	10	Critical Skills Practice 2	3	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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A	10	Critical Skills Practice 2	3	Writing Skills - Identifying Errors and Improving Writing CCSS.ELA-Literacy.L.11-12.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
A	10	Critical Skills Practice 2	3	Writing Skills - Identifying Errors and Improving Writing CCSS.ELA-Literacy.L.11-12.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
A	10	Critical Skills Practice 2	3	Writing Skills - Identifying Errors and Improving Writing L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
A	10	Critical Skills Practice 2	3	Writing Skills - Identifying Errors and Improving Writing L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
A	10	Critical Skills Practice 2	3	Writing Skills - Identifying Errors and Improving Writing L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.
A	10	Critical Skills Practice 2	3	Writing Skills - Identifying Errors and Improving Writing L.7.1.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
A	10	Critical Skills Practice 2	3	Writing Skills - Identifying Errors and Improving Writing L.8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.
A	10	Critical Skills Practice 2	3	Writing Skills - Identifying Errors and Improving Writing L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
A	10	Critical Skills Practice 2	3	Writing Skills - Identifying Errors and Improving Writing L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
A	10	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt: Argument CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	10	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt: Argument CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	10	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt: Argument CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	10	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt: Argument CCSS.ELA-Literacy.W.11-12.1d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
A	10	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt: Argument CCSS.ELA-Literacy.W.11-12.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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A	10	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt: Argument	CCSS.ELA-Literacy.W.11-12.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
A	10	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt: Argument	CCSS.ELA-Literacy.W.11-12.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
A	10	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt: Argument	CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
A	10	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt: Argument	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
A	10	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt: Argument	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	10	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt: Argument	CCSS.ELA-Literacy.W.11-12.1e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
A	10	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt: Argument	CCSS.ELA-Literacy.L.11-12.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
A	10	Critical Skills Practice 2	5	Critical Skills Practice 2 Unit Test	Multiple	All assessed standards covered in this unit
A	11	American Literature Semester A Review and Test	1	American Literature Semester A Review	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	11	American Literature Semester A Review and Test	2	American Literature Semester A Test, Part 1	Multiple	All assessed standards covered by this point in the course
A	11	American Literature Semester A Review and Test	3	American Literature Semester A Test, Part 2	Multiple	All assessed standards covered by this point in the course
A	12	Skills Center: Reading	1	Foundations	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

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A	12	Skills Center: Reading	1	Foundations	<p>CCSS.ELA-Literacy.RI.9-10.10</p> <p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.</p>
A	12	Skills Center: Reading	1	Foundations	<p>CCSS.ELA-Literacy.RL.9-10.5</p> <p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>
A	12	Skills Center: Reading	1	Foundations	<p>CCSS.ELA-Literacy.RL.9-10.6</p> <p>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>
A	12	Skills Center: Reading	2	Textual Analysis	<p>CCSS.ELA-Literacy.RL.9-10.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
A	12	Skills Center: Reading	2	Textual Analysis	<p>CCSS.ELA-Literacy.RI.9-10.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
A	12	Skills Center: Reading	2	Textual Analysis	<p>CCSS.ELA-Literacy.RL.9-10.2</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
A	12	Skills Center: Reading	2	Textual Analysis	<p>CCSS.ELA-Literacy.RI.9-10.10</p> <p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.</p>
A	12	Skills Center: Reading	2	Textual Analysis	<p>CCSS.ELA-Literacy.RL.9-10.10</p> <p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.</p>
A	12	Skills Center: Reading	3	Key Ideas and Details: Literature	<p>CCSS.ELA-Literacy.RL.9-10.2</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
A	12	Skills Center: Reading	3	Key Ideas and Details: Literature	<p>CCSS.ELA-Literacy.RL.9-10.3</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
A	12	Skills Center: Reading	3	Key Ideas and Details: Literature	<p>CCSS.ELA-Literacy.RL.9-10.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
A	12	Skills Center: Reading	3	Key Ideas and Details: Literature	<p>CCSS.ELA-Literacy.RL.9-10.4</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>
A	12	Skills Center: Reading	4	Key Ideas and Details: Informational Texts	<p>CCSS.ELA-Literacy.RI.9-10.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

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A	12	Skills Center: Reading	4	Key Ideas and Details: Informational Texts	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	12	Skills Center: Reading	4	Key Ideas and Details: Informational Texts	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	12	Skills Center: Reading	4	Key Ideas and Details: Informational Texts	CCSS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
A	12	Skills Center: Reading	4	Key Ideas and Details: Informational Texts	CCSS.ELA-Literacy.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
A	12	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	12	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	12	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.L.9-10.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
A	12	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.W.9-10.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
A	12	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
A	12	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
A	12	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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A	12	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.W.9-10.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9—10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
A	12	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	12	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.L.9-10.5b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
A	12	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.L.11-12.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
A	12	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	12	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
A	12	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	12	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
A	12	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.W.9-10.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9—10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
A	12	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.L.9-10.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
A	12	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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A	12	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
A	12	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
A	12	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
A	12	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	12	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
A	12	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	12	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	12	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
A	12	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
A	12	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
A	12	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
A	12	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
A	12	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
A	12	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	12	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concerns.

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A	12	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts CCSS.ELA-Literacy.RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
A	12	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts CCSS.ELA-Literacy.W.9-10.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
A	12	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
A	12	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts CCSS.ELA-Literacy.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
A	12	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
A	12	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	13	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
A	13	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
A	13	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
A	13	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	13	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	13	Skills Center: Speaking and Listening	1	Presenting CCSS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
A	13	Skills Center: Speaking and Listening	2	Listening CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
A	13	Skills Center: Speaking and Listening	2	Listening L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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A	13	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
A	13	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
A	13	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1b Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
A	13	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	13	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
A	14	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	14	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
A	14	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	14	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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A	14	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.W.9-10.2e</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
A	14	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.W.9-10.1d</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
A	14	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.L.9-10.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
A	14	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.L.9-10.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
A	14	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.W.9-10.2d</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>
A	14	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.W.9-10.1a</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>
A	14	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.W.9-10.2c</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
A	14	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.W.9-10.1c</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
A	14	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.W.9-10.2f</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>

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A	14	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.2b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	14	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.2a Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	14	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.1b Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
A	14	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.1e Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
A	14	Skills Center: Writing	2	Argument	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	14	Skills Center: Writing	2	Argument	CCSS.ELA-Literacy.W.9-10.1b Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
A	14	Skills Center: Writing	2	Argument	CCSS.ELA-Literacy.W.9-10.1e Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
A	14	Skills Center: Writing	2	Argument	CCSS.ELA-Literacy.W.9-10.1a Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
A	14	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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A	14	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
A	14	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
A	14	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
A	14	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.W.9-10.2f Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
A	14	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.W.9-10.2a Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	14	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
A	14	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.W.9-10.2d Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
A	14	Skills Center: Writing	4	Narrative Writing	CCSS.ELA-Literacy.W.9-10.3a Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
A	14	Skills Center: Writing	4	Narrative Writing	CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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A	14	Skills Center: Writing	4	Narrative Writing	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	14	Skills Center: Writing	4	Narrative Writing	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	14	Skills Center: Writing	4	Narrative Writing	CCSS.ELA-Literacy.W.9-10.3b Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
A	14	Skills Center: Writing	4	Narrative Writing	CCSS.ELA-Literacy.W.9-10.3c Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
A	14	Skills Center: Writing	4	Narrative Writing	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	14	Skills Center: Writing	4	Narrative Writing	CCSS.ELA-Literacy.W.9-10.3e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
A	14	Skills Center: Writing	4	Narrative Writing	CCSS.ELA-Literacy.W.9-10.3d Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
A	14	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	14	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	14	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	14	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

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A	14	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
A	14	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
A	14	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
A	14	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	14	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	14	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A	14	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	14	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A	14	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
A	14	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.W.9-10.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	14	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.W.9-10.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
A	15	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.9-10.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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A	15	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.9-10.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
A	15	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.9-10.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a colon to introduce a list or quotation.
A	15	Skills Center: Language	1	Grammar, Usage, and Mechanics	CCSS.ELA-Literacy.L.9-10.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure.
A	15	Skills Center: Language	1	Grammar, Usage, and Mechanics	L.4.3.a Choose words and phrases to convey ideas precisely.*
A	15	Skills Center: Language	1	Grammar, Usage, and Mechanics	L.7.1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
A	15	Skills Center: Language	1	Grammar, Usage, and Mechanics	L.9-10.1.a Use parallel structure.
A	15	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
A	15	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.3a Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
A	15	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.4d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
A	15	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
A	15	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	15	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence; a word's morphology or affixation; or the general meaning of a word or phrase).

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A	15	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
A	15	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
A	15	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
A	15	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
A	15	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
A	15	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A	15	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
A	15	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
A	15	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
A	15	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.11-12.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	15	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.11-12.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
A	15	Skills Center: Language	2	Language Skills	CCSS.ELA-Literacy.L.11-12.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.

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B	1	Poetry of the Modern Period	1	Introduction CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	1	Poetry of the Modern Period	2	Poetry of the Modern Period CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Poetry of the Modern Period	2	Poetry of the Modern Period CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
B	1	Poetry of the Modern Period	2	Poetry of the Modern Period CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	1	Poetry of the Modern Period	3	"Mr. Flood's Party" CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Poetry of the Modern Period	3	"Mr. Flood's Party" CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
B	1	Poetry of the Modern Period	3	"Mr. Flood's Party" CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	1	Poetry of the Modern Period	3	"Mr. Flood's Party" CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	1	Poetry of the Modern Period	3	"Mr. Flood's Party" CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	1	Poetry of the Modern Period	3	"Mr. Flood's Party" CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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B	1	Poetry of the Modern Period	4	The Poetry of Carl Sandburg	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Poetry of the Modern Period	4	The Poetry of Carl Sandburg	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
B	1	Poetry of the Modern Period	4	The Poetry of Carl Sandburg	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	1	Poetry of the Modern Period	4	The Poetry of Carl Sandburg	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	1	Poetry of the Modern Period	4	The Poetry of Carl Sandburg	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	1	Poetry of the Modern Period	4	The Poetry of Carl Sandburg	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	1	Poetry of the Modern Period	4	The Poetry of Carl Sandburg	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Poetry of the Modern Period	5	The Poetry of Robert Frost	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Poetry of the Modern Period	5	The Poetry of Robert Frost	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
B	1	Poetry of the Modern Period	5	The Poetry of Robert Frost	CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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B	1	Poetry of the Modern Period	5	The Poetry of Robert Frost CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	1	Poetry of the Modern Period	5	The Poetry of Robert Frost CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	1	Poetry of the Modern Period	5	The Poetry of Robert Frost CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	1	Poetry of the Modern Period	5	The Poetry of Robert Frost CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	1	Poetry of the Modern Period	5	The Poetry of Robert Frost CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Poetry of the Modern Period	6	Introduction to Imagism CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Poetry of the Modern Period	6	Introduction to Imagism CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
B	1	Poetry of the Modern Period	6	Introduction to Imagism CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	1	Poetry of the Modern Period	6	Introduction to Imagism CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	1	Poetry of the Modern Period	6	Introduction to Imagism CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	1	Poetry of the Modern Period	6	Introduction to Imagism CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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B	1	Poetry of the Modern Period	7	The Poetry of William Carlos Williams	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Poetry of the Modern Period	7	The Poetry of William Carlos Williams	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
B	1	Poetry of the Modern Period	7	The Poetry of William Carlos Williams	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	1	Poetry of the Modern Period	7	The Poetry of William Carlos Williams	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	1	Poetry of the Modern Period	7	The Poetry of William Carlos Williams	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	1	Poetry of the Modern Period	7	The Poetry of William Carlos Williams	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	1	Poetry of the Modern Period	8	"anyone lived in a pretty how town"	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Poetry of the Modern Period	8	"anyone lived in a pretty how town"	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	1	Poetry of the Modern Period	8	"anyone lived in a pretty how town"	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	1	Poetry of the Modern Period	8	"anyone lived in a pretty how town"	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	1	Poetry of the Modern Period	8	"anyone lived in a pretty how town"	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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B	1	Poetry of the Modern Period	9	Poetry of the Modern Period Unit Review	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	1	Poetry of the Modern Period	9	Poetry of the Modern Period Unit Review	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Poetry of the Modern Period	9	Poetry of the Modern Period Unit Review	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
B	1	Poetry of the Modern Period	9	Poetry of the Modern Period Unit Review	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	1	Poetry of the Modern Period	9	Poetry of the Modern Period Unit Review	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	1	Poetry of the Modern Period	9	Poetry of the Modern Period Unit Review	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	1	Poetry of the Modern Period	10	Discuss: Robert Frost's "Birches"	CCSS.ELA-Literacy.SL.11-12.1b Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
B	1	Poetry of the Modern Period	10	Discuss: Robert Frost's "Birches"	CCSS.ELA-Literacy.SL.11-12.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B	1	Poetry of the Modern Period	10	Discuss: Robert Frost's "Birches"	CCSS.ELA-Literacy.SL.11-12.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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B	1	Poetry of the Modern Period	10	Discuss: Robert Frost's "Birches"	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Poetry of the Modern Period	10	Discuss: Robert Frost's "Birches"	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
B	1	Poetry of the Modern Period	10	Discuss: Robert Frost's "Birches"	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	1	Poetry of the Modern Period	10	Discuss: Robert Frost's "Birches"	CCSS.ELA-Literacy.SL.11-12.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
B	1	Poetry of the Modern Period	11	Poetry of the Modern Period Unit Test	Multiple All assessed standards covered in this unit
B	2	Planning a Research Paper	1	Plan Your Research Paper	CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	2	Planning a Research Paper	1	Plan Your Research Paper	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	2	Planning a Research Paper	1	Plan Your Research Paper	CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
B	2	Planning a Research Paper	1	Plan Your Research Paper	CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
B	2	Planning a Research Paper	1	Plan Your Research Paper	CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	2	Planning a Research Paper	1	Plan Your Research Paper	CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

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B	2	Planning a Research Paper	1	Plan Your Research Paper	CCSS.ELA-Literacy.W.11-12.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
B	2	Planning a Research Paper	1	Plan Your Research Paper	CCSS.ELA-Literacy.W.11-12.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
B	2	Planning a Research Paper	1	Plan Your Research Paper	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B	2	Planning a Research Paper	1	Plan Your Research Paper	CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
B	2	Planning a Research Paper	1	Plan Your Research Paper	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	2	Planning a Research Paper	1	Plan Your Research Paper	CCSS.ELA-Literacy.W.11-12.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
B	2	Planning a Research Paper	1	Plan Your Research Paper	CCSS.ELA-Literacy.W.11-12.2c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
B	2	Planning a Research Paper	1	Plan Your Research Paper	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	2	Planning a Research Paper	1	Plan Your Research Paper	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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B	2	Planning a Research Paper	1	Plan Your Research Paper	CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	2	Planning a Research Paper	1	Plan Your Research Paper	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	2	Planning a Research Paper	2	Choose a Research Topic	CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	2	Planning a Research Paper	2	Choose a Research Topic	CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	2	Planning a Research Paper	2	Choose a Research Topic	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	2	Planning a Research Paper	2	Choose a Research Topic	CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	2	Planning a Research Paper	2	Choose a Research Topic	CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
B	2	Planning a Research Paper	2	Choose a Research Topic	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	2	Planning a Research Paper	3	Research and Take Notes, Session 1	CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
B	2	Planning a Research Paper	3	Research and Take Notes, Session 1	CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	2	Planning a Research Paper	3	Research and Take Notes, Session 1	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	2	Planning a Research Paper	4	Research and Take Notes, Session 2	CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

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B	2	Planning a Research Paper	4	Research and Take Notes, Session 2	CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	2	Planning a Research Paper	4	Research and Take Notes, Session 2	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	2	Planning a Research Paper	5	Develop an Outline	CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	2	Planning a Research Paper	5	Develop an Outline	CCSS.ELA-Literacy.W.11-12.2a Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B	3	Poetry of the Harlem Renaissance	1	Poetry of the Harlem Renaissance	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	3	Poetry of the Harlem Renaissance	1	Poetry of the Harlem Renaissance	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
B	3	Poetry of the Harlem Renaissance	1	Poetry of the Harlem Renaissance	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	3	Poetry of the Harlem Renaissance	1	Poetry of the Harlem Renaissance	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	3	Poetry of the Harlem Renaissance	1	Poetry of the Harlem Renaissance	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	3	Poetry of the Harlem Renaissance	2	Poetry of Paul Laurence Dunbar	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.

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B	3	Poetry of the Harlem Renaissance	2	Poetry of Paul Laurence Dunbar	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
B	3	Poetry of the Harlem Renaissance	2	Poetry of Paul Laurence Dunbar	CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
B	3	Poetry of the Harlem Renaissance	2	Poetry of Paul Laurence Dunbar	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	3	Poetry of the Harlem Renaissance	2	Poetry of Paul Laurence Dunbar	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	3	Poetry of the Harlem Renaissance	2	Poetry of Paul Laurence Dunbar	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	3	Poetry of the Harlem Renaissance	2	Poetry of Paul Laurence Dunbar	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	3	Poetry of the Harlem Renaissance	3	Poetry of Langston Hughes	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	3	Poetry of the Harlem Renaissance	3	Poetry of Langston Hughes	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
B	3	Poetry of the Harlem Renaissance	3	Poetry of Langston Hughes	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	3	Poetry of the Harlem Renaissance	3	Poetry of Langston Hughes	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	3	Poetry of the Harlem Renaissance	3	Poetry of Langston Hughes	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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B	3	Poetry of the Harlem Renaissance	3	Poetry of Langston Hughes	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	3	Poetry of the Harlem Renaissance	4	Analyze the Poetry of Langston Hughes	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	3	Poetry of the Harlem Renaissance	4	Analyze the Poetry of Langston Hughes	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
B	3	Poetry of the Harlem Renaissance	4	Analyze the Poetry of Langston Hughes	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	3	Poetry of the Harlem Renaissance	4	Analyze the Poetry of Langston Hughes	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	3	Poetry of the Harlem Renaissance	4	Analyze the Poetry of Langston Hughes	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	3	Poetry of the Harlem Renaissance	5	Discuss: Freedom and Identity	CCSS.ELA-Literacy.SL.11-12.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
B	3	Poetry of the Harlem Renaissance	5	Discuss: Freedom and Identity	CCSS.ELA-Literacy.SL.11-12.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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B	3	Poetry of the Harlem Renaissance	5	Discuss: Freedom and Identity	CCSS.ELA-Literacy.SL.11-12.1a	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
B	3	Poetry of the Harlem Renaissance	5	Discuss: Freedom and Identity	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	3	Poetry of the Harlem Renaissance	5	Discuss: Freedom and Identity	CCSS.ELA-Literacy.SL.11-12.1b	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>
B	3	Poetry of the Harlem Renaissance	5	Discuss: Freedom and Identity	CCSS.ELA-Literacy.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
B	3	Poetry of the Harlem Renaissance	6	Other Influential Poets	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	3	Poetry of the Harlem Renaissance	6	Other Influential Poets	CCSS.ELA-Literacy.RL.11-12.10	<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	3	Poetry of the Harlem Renaissance	6	Other Influential Poets	CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
B	3	Poetry of the Harlem Renaissance	6	Other Influential Poets	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	3	Poetry of the Harlem Renaissance	6	Other Influential Poets	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	3	Poetry of the Harlem Renaissance	6	Other Influential Poets	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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B	3	Poetry of the Harlem Renaissance	6	Other Influential Poets	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	3	Poetry of the Harlem Renaissance	7	Poetry of the Harlem Renaissance Unit Review	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	3	Poetry of the Harlem Renaissance	8	Poetry of the Harlem Renaissance Unit Test	Multiple	All assessed standards covered in this unit
B	4	Drafting a Research Paper	1	Begin Your Draft	CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
B	4	Drafting a Research Paper	1	Begin Your Draft	CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	4	Drafting a Research Paper	1	Begin Your Draft	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	4	Drafting a Research Paper	1	Begin Your Draft	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	4	Drafting a Research Paper	1	Begin Your Draft	CCSS.ELA-Literacy.W.11-12.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
B	4	Drafting a Research Paper	1	Begin Your Draft	CCSS.ELA-Literacy.W.11-12.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
B	4	Drafting a Research Paper	1	Begin Your Draft	CCSS.ELA-Literacy.W.11-12.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and alliteration to create a sense of style and atmosphere.

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B	4	Drafting a Research Paper	1	Begin Your Draft	CCSS.ELA-Literacy.W.11-12.2c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
B	4	Drafting a Research Paper	1	Begin Your Draft	CCSS.ELA-Literacy.W.11-12.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
B	4	Drafting a Research Paper	1	Begin Your Draft	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B	4	Drafting a Research Paper	1	Begin Your Draft	CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
B	4	Drafting a Research Paper	1	Begin Your Draft	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	4	Drafting a Research Paper	2	Use Citations Properly	CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
B	4	Drafting a Research Paper	2	Use Citations Properly	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	4	Drafting a Research Paper	2	Use Citations Properly	CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
B	4	Drafting a Research Paper	2	Use Citations Properly	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	4	Drafting a Research Paper	3	Continue to Draft	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	4	Drafting a Research Paper	3	Continue to Draft	CCSS.ELA-Literacy.W.11-12.2c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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B	4	Drafting a Research Paper	3	Continue to Draft	CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
B	4	Drafting a Research Paper	3	Continue to Draft	CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
B	4	Drafting a Research Paper	3	Continue to Draft	CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	4	Drafting a Research Paper	3	Continue to Draft	CCSS.ELA-Literacy.W.11-12.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
B	4	Drafting a Research Paper	3	Continue to Draft	CCSS.ELA-Literacy.W.11-12.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
B	4	Drafting a Research Paper	3	Continue to Draft	CCSS.ELA-Literacy.W.11-12.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
B	4	Drafting a Research Paper	3	Continue to Draft	CCSS.ELA-Literacy.W.11-12.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
B	4	Drafting a Research Paper	3	Continue to Draft	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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B	4	Drafting a Research Paper	3	Continue to Draft CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	4	Drafting a Research Paper	4	Complete Your Draft CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
B	4	Drafting a Research Paper	4	Complete Your Draft CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	4	Drafting a Research Paper	4	Complete Your Draft CCSS.ELA-Literacy.W.11-12.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
B	4	Drafting a Research Paper	4	Complete Your Draft CCSS.ELA-Literacy.W.11-12.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
B	4	Drafting a Research Paper	4	Complete Your Draft CCSS.ELA-Literacy.W.11-12.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
B	4	Drafting a Research Paper	4	Complete Your Draft CCSS.ELA-Literacy.W.11-12.2c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
B	4	Drafting a Research Paper	4	Complete Your Draft CCSS.ELA-Literacy.W.11-12.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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B	4	Drafting a Research Paper	4	Complete Your Draft	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B	4	Drafting a Research Paper	4	Complete Your Draft	CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
B	4	Drafting a Research Paper	4	Complete Your Draft	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	4	Drafting a Research Paper	4	Complete Your Draft	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	5	Critical Skills Practice 3	1	Critical Skills Practice 3	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	5	Critical Skills Practice 3	1	Critical Skills Practice 3	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	5	Critical Skills Practice 3	1	Critical Skills Practice 3	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	5	Critical Skills Practice 3	2	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	5	Critical Skills Practice 3	2	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.L.11-12.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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B	5	Critical Skills Practice 3	2	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	5	Critical Skills Practice 3	2	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	5	Critical Skills Practice 3	2	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	5	Critical Skills Practice 3	2	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	5	Critical Skills Practice 3	3	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	5	Critical Skills Practice 3	3	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.L.11-12.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
B	5	Critical Skills Practice 3	3	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.L.11-12.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	5	Critical Skills Practice 3	4	Writing Skills - Multiple Choice Writing Questions	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	5	Critical Skills Practice 3	4	Writing Skills - Multiple Choice Writing Questions	CCSS.ELA-Literacy.L.11-12.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

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B	5	Critical Skills Practice 3	4	Writing Skills - Multiple Choice Writing Questions	CCSS.ELA-Literacy.L.11-12.4d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
B	5	Critical Skills Practice 3	4	Writing Skills - Multiple Choice Writing Questions	CCSS.ELA-Literacy.L.11-12.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
B	5	Critical Skills Practice 3	4	Writing Skills - Multiple Choice Writing Questions	CCSS.ELA-Literacy.L.11-12.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
B	5	Critical Skills Practice 3	4	Writing Skills - Multiple Choice Writing Questions	CCSS.ELA-Literacy.L.11-12.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
B	5	Critical Skills Practice 3	4	Writing Skills - Multiple Choice Writing Questions	CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	5	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	5	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt	CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	5	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	5	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt	CCSS.ELA-Literacy.W.11-12.3e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
B	5	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt	CCSS.ELA-Literacy.W.11-12.3d Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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B	5	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt	CCSS.ELA-Literacy.W.11-12.3c	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
B	5	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt	CCSS.ELA-Literacy.W.11-12.3a	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B	5	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt	CCSS.ELA-Literacy.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
B	5	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	5	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	5	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt	CCSS.ELA-Literacy.W.11-12.3b	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
B	5	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt	CCSS.ELA-Literacy.L.11-12.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
B	5	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt	CCSS.ELA-Literacy.L.11-12.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
B	5	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt	L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
B	5	Critical Skills Practice 3	6	Critical Skills Practice 3 Unit Test	Multiple	All assessed standards covered in this unit
B	6	Finalizing a Research Paper	1	Review Your Research Paper	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	6	Finalizing a Research Paper	1	Review Your Research Paper	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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B	6	Finalizing a Research Paper	2	Revise Your Paper	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	6	Finalizing a Research Paper	2	Revise Your Paper	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	6	Finalizing a Research Paper	3	Polish Your Research Paper	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	6	Finalizing a Research Paper	3	Polish Your Research Paper	CCSS.ELA-Literacy.L.11-12.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
B	6	Finalizing a Research Paper	3	Polish Your Research Paper	CCSS.ELA-Literacy.L.11-12.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions.
B	6	Finalizing a Research Paper	3	Polish Your Research Paper	CCSS.ELA-Literacy.L.11-12.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
B	6	Finalizing a Research Paper	3	Polish Your Research Paper	CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
B	6	Finalizing a Research Paper	3	Polish Your Research Paper	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	6	Finalizing a Research Paper	3	Polish Your Research Paper	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	6	Finalizing a Research Paper	3	Polish Your Research Paper	CCSS.ELA-Literacy.W.11-12.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
B	6	Finalizing a Research Paper	3	Polish Your Research Paper	CCSS.ELA-Literacy.W.11-12.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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B	6	Finalizing a Research Paper	3	Polish Your Research Paper	CCSS.ELA-Literacy.W.11-12.2c Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
B	6	Finalizing a Research Paper	3	Polish Your Research Paper	CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	6	Finalizing a Research Paper	3	Polish Your Research Paper	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	6	Finalizing a Research Paper	3	Polish Your Research Paper	L.3.3.a Choose words and phrases for effect.
B	6	Finalizing a Research Paper	3	Polish Your Research Paper	L.4.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).
B	6	Finalizing a Research Paper	3	Polish Your Research Paper	L.4.3.a Choose words and phrases to convey ideas precisely.*
B	6	Finalizing a Research Paper	3	Polish Your Research Paper	L.4.3.b Choose punctuation for effect.
B	6	Finalizing a Research Paper	3	Polish Your Research Paper	L.5.1.d Recognize and correct inappropriate shifts in verb tense.
B	6	Finalizing a Research Paper	3	Polish Your Research Paper	L.5.2.a Use punctuation to separate items in a series.
B	6	Finalizing a Research Paper	3	Polish Your Research Paper	L.6.1.c Recognize and correct inappropriate shifts in pronoun number and person.
B	6	Finalizing a Research Paper	3	Polish Your Research Paper	L.6.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
B	6	Finalizing a Research Paper	3	Polish Your Research Paper	L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
B	7	The Glass Menagerie	1	The Glass Menagerie, Session 1	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	7	The Glass Menagerie	1	The Glass Menagerie, Session 1	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	7	The Glass Menagerie	1	The Glass Menagerie, Session 1	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	7	The Glass Menagerie	1	The Glass Menagerie, Session 1	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	7	The Glass Menagerie	1	The Glass Menagerie, Session 1	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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B	7	The Glass Menagerie	1	The Glass Menagerie, Session 1	CCSS.ELA-Literacy.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
B	7	The Glass Menagerie	2	The Glass Menagerie, Session 2	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	7	The Glass Menagerie	2	The Glass Menagerie, Session 2	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	7	The Glass Menagerie	2	The Glass Menagerie, Session 2	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	7	The Glass Menagerie	2	The Glass Menagerie, Session 2	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	7	The Glass Menagerie	2	The Glass Menagerie, Session 2	CCSS.ELA-Literacy.L.11-12.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B	7	The Glass Menagerie	2	The Glass Menagerie, Session 2	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	7	The Glass Menagerie	2	The Glass Menagerie, Session 2	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	7	The Glass Menagerie	2	The Glass Menagerie, Session 2	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	7	The Glass Menagerie	2	The Glass Menagerie, Session 2	CCSS.ELA-Literacy.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
B	7	The Glass Menagerie	3	The Glass Menagerie, Session 3	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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B	7	The Glass Menagerie	3	The Glass Menagerie, Session 3	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	7	The Glass Menagerie	3	The Glass Menagerie, Session 3	<p>CCSS.ELA-Literacy.RL.11-12.3</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>
B	7	The Glass Menagerie	3	The Glass Menagerie, Session 3	<p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
B	7	The Glass Menagerie	3	The Glass Menagerie, Session 3	<p>CCSS.ELA-Literacy.RL.11-12.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
B	7	The Glass Menagerie	3	The Glass Menagerie, Session 3	<p>CCSS.ELA-Literacy.RL.11-12.7</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>
B	7	The Glass Menagerie	4	The Glass Menagerie, Session 4	<p>CCSS.ELA-Literacy.W.11-12.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
B	7	The Glass Menagerie	4	The Glass Menagerie, Session 4	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	7	The Glass Menagerie	4	The Glass Menagerie, Session 4	<p>CCSS.ELA-Literacy.RL.11-12.3</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>
B	7	The Glass Menagerie	4	The Glass Menagerie, Session 4	<p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
B	7	The Glass Menagerie	4	The Glass Menagerie, Session 4	<p>CCSS.ELA-Literacy.RL.11-12.7</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>

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B	7	The Glass Menagerie	5	Discuss: The Power of Memory	CCSS.ELA-Literacy.SL.11-12.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
B	7	The Glass Menagerie	5	Discuss: The Power of Memory	CCSS.ELA-Literacy.SL.11-12.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
B	7	The Glass Menagerie	5	Discuss: The Power of Memory	CCSS.ELA-Literacy.SL.11-12.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B	7	The Glass Menagerie	5	Discuss: The Power of Memory	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	7	The Glass Menagerie	5	Discuss: The Power of Memory	CCSS.ELA-Literacy.SL.11-12.1b Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
B	7	The Glass Menagerie	5	Discuss: The Power of Memory	CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	7	The Glass Menagerie	6	The Glass Menagerie, Session 5	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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B	7	The Glass Menagerie	6	The Glass Menagerie, Session 5	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	7	The Glass Menagerie	6	The Glass Menagerie, Session 5	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	7	The Glass Menagerie	6	The Glass Menagerie, Session 5	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	7	The Glass Menagerie	6	The Glass Menagerie, Session 5	CCSS.ELA-Literacy.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
B	7	The Glass Menagerie	7	The Glass Menagerie, Session 6	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	7	The Glass Menagerie	7	The Glass Menagerie, Session 6	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	7	The Glass Menagerie	7	The Glass Menagerie, Session 6	CCSS.ELA-Literacy.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
B	7	The Glass Menagerie	7	The Glass Menagerie, Session 6	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	7	The Glass Menagerie	7	The Glass Menagerie, Session 6	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	7	The Glass Menagerie	7	The Glass Menagerie, Session 6	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.

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B	7	The Glass Menagerie	8	The Glass Menagerie Unit Review	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	7	The Glass Menagerie	9	The Glass Menagerie Unit Test	Multiple All assessed standards covered in this unit
B	8	Modern Fiction and Nonfiction	1	Modern Fiction and Nonfiction	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	8	Modern Fiction and Nonfiction	1	Modern Fiction and Nonfiction	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	8	Modern Fiction and Nonfiction	1	Modern Fiction and Nonfiction	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	8	Modern Fiction and Nonfiction	1	Modern Fiction and Nonfiction	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	8	Modern Fiction and Nonfiction	1	Modern Fiction and Nonfiction	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	8	Modern Fiction and Nonfiction	2	"A Wagner Matinee"	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	8	Modern Fiction and Nonfiction	2	"A Wagner Matinee"	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	8	Modern Fiction and Nonfiction	2	"A Wagner Matinee"	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	8	Modern Fiction and Nonfiction	2	"A Wagner Matinee"	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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B	8	Modern Fiction and Nonfiction	2	"A Wagner Matinee"	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	8	Modern Fiction and Nonfiction	2	"A Wagner Matinee"	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	8	Modern Fiction and Nonfiction	2	"A Wagner Matinee"	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	8	Modern Fiction and Nonfiction	2	"A Wagner Matinee"	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	8	Modern Fiction and Nonfiction	3	"In Another Country"	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	8	Modern Fiction and Nonfiction	3	"In Another Country"	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	8	Modern Fiction and Nonfiction	3	"In Another Country"	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	8	Modern Fiction and Nonfiction	3	"In Another Country"	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	8	Modern Fiction and Nonfiction	3	"In Another Country"	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	8	Modern Fiction and Nonfiction	3	"In Another Country"	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	8	Modern Fiction and Nonfiction	4	"A Worn Path"	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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B	8	Modern Fiction and Nonfiction	4	"A Worn Path"	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	8	Modern Fiction and Nonfiction	4	"A Worn Path"	CCSS.ELA-Literacy.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
B	8	Modern Fiction and Nonfiction	4	"A Worn Path"	CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
B	8	Modern Fiction and Nonfiction	4	"A Worn Path"	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	8	Modern Fiction and Nonfiction	4	"A Worn Path"	CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
B	8	Modern Fiction and Nonfiction	4	"A Worn Path"	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	8	Modern Fiction and Nonfiction	4	"A Worn Path"	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	8	Modern Fiction and Nonfiction	4	"A Worn Path"	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	8	Modern Fiction and Nonfiction	4	"A Worn Path"	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	8	Modern Fiction and Nonfiction	5	From Black Boy	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	8	Modern Fiction and Nonfiction	5	From Black Boy	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.

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B	8	Modern Fiction and Nonfiction	5	From Black Boy	CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
B	8	Modern Fiction and Nonfiction	5	From Black Boy	CCSS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	8	Modern Fiction and Nonfiction	6	Discuss: The Broadening of American Literature	CCSS.ELA-Literacy.SL.11-12.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
B	8	Modern Fiction and Nonfiction	6	Discuss: The Broadening of American Literature	CCSS.ELA-Literacy.SL.11-12.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
B	8	Modern Fiction and Nonfiction	6	Discuss: The Broadening of American Literature	CCSS.ELA-Literacy.SL.11-12.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B	8	Modern Fiction and Nonfiction	6	Discuss: The Broadening of American Literature	CCSS.ELA-Literacy.RI.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	8	Modern Fiction and Nonfiction	6	Discuss: The Broadening of American Literature	CCSS.ELA-Literacy.SL.11-12.1b	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
B	8	Modern Fiction and Nonfiction	6	Discuss: The Broadening of American Literature	CCSS.ELA-Literacy.RI.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

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B	8	Modern Fiction and Nonfiction	6	Discuss: The Broadening of American Literature	CCSS.ELA-Literacy.W.11-12.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
B	8	Modern Fiction and Nonfiction	7	"The Inside Search"	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	8	Modern Fiction and Nonfiction	7	"The Inside Search"	CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
B	8	Modern Fiction and Nonfiction	7	"The Inside Search"	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	8	Modern Fiction and Nonfiction	7	"The Inside Search"	CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
B	8	Modern Fiction and Nonfiction	7	"The Inside Search"	CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	8	Modern Fiction and Nonfiction	8	Faulkner's Nobel Prize Acceptance Speech	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	8	Modern Fiction and Nonfiction	8	Faulkner's Nobel Prize Acceptance Speech	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	8	Modern Fiction and Nonfiction	8	Faulkner's Nobel Prize Acceptance Speech	CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
B	8	Modern Fiction and Nonfiction	8	Faulkner's Nobel Prize Acceptance Speech	CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
B	8	Modern Fiction and Nonfiction	8	Faulkner's Nobel Prize Acceptance Speech	CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
B	8	Modern Fiction and Nonfiction	8	Faulkner's Nobel Prize Acceptance Speech	CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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B	8	Modern Fiction and Nonfiction	8	Faulkner's Nobel Prize Acceptance Speech	CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
B	8	Modern Fiction and Nonfiction	9	Modern Fiction and Nonfiction Unit Review	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	8	Modern Fiction and Nonfiction	10	Modern Fiction and Nonfiction Unit Test	Multiple All assessed standards covered in this unit
B	9	Critical Skills Practice 4	1	Reading Skills: Comprehension and Analysis	CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	9	Critical Skills Practice 4	1	Reading Skills: Comprehension and Analysis	CCSS.ELA-Literacy.L.11-12.4d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
B	9	Critical Skills Practice 4	1	Reading Skills: Comprehension and Analysis	CCSS.ELA-Literacy.L.11-12.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	9	Critical Skills Practice 4	1	Reading Skills: Comprehension and Analysis	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	9	Critical Skills Practice 4	1	Reading Skills: Comprehension and Analysis	CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	9	Critical Skills Practice 4	1	Reading Skills: Comprehension and Analysis	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.

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B	9	Critical Skills Practice 4	1	Reading Skills: Comprehension and Analysis CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	9	Critical Skills Practice 4	1	Reading Skills: Comprehension and Analysis CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	9	Critical Skills Practice 4	2	Reading Skills: Vocabulary Analysis CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	9	Critical Skills Practice 4	2	Reading Skills: Vocabulary Analysis CCSS.ELA-Literacy.L.11-12.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
B	9	Critical Skills Practice 4	2	Reading Skills: Vocabulary Analysis CCSS.ELA-Literacy.L.11-12.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	9	Critical Skills Practice 4	3	Writing Skills: Identifying Errors and Improving Writing CCSS.ELA-Literacy.L.11-12.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
B	9	Critical Skills Practice 4	3	Writing Skills: Identifying Errors and Improving Writing CCSS.ELA-Literacy.L.11-12.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
B	9	Critical Skills Practice 4	3	Writing Skills: Identifying Errors and Improving Writing CCSS.ELA-Literacy.L.11-12.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
B	9	Critical Skills Practice 4	3	Writing Skills: Identifying Errors and Improving Writing CCSS.ELA-Literacy.L.11-12.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
B	9	Critical Skills Practice 4	3	Writing Skills: Identifying Errors and Improving Writing CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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B	9	Critical Skills Practice 4	3	Writing Skills: Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions.
B	9	Critical Skills Practice 4	3	Writing Skills: Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.3a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
B	9	Critical Skills Practice 4	3	Writing Skills: Identifying Errors and Improving Writing	L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
B	9	Critical Skills Practice 4	3	Writing Skills: Identifying Errors and Improving Writing	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
B	9	Critical Skills Practice 4	3	Writing Skills: Identifying Errors and Improving Writing	L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
B	9	Critical Skills Practice 4	3	Writing Skills: Identifying Errors and Improving Writing	L.8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.
B	9	Critical Skills Practice 4	4	Writing Skills: Responding to a Prompt	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	9	Critical Skills Practice 4	4	Writing Skills: Responding to a Prompt	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	9	Critical Skills Practice 4	4	Writing Skills: Responding to a Prompt	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	9	Critical Skills Practice 4	4	Writing Skills: Responding to a Prompt	CCSS.ELA-Literacy.W.11-12.3e	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
B	9	Critical Skills Practice 4	4	Writing Skills: Responding to a Prompt	CCSS.ELA-Literacy.W.11-12.3d	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
B	9	Critical Skills Practice 4	4	Writing Skills: Responding to a Prompt	CCSS.ELA-Literacy.W.11-12.3c	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

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B	9	Critical Skills Practice 4	4	Writing Skills: Responding to a Prompt	CCSS.ELA-Literacy.W.11-12.3a	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B	9	Critical Skills Practice 4	4	Writing Skills: Responding to a Prompt	CCSS.ELA-Literacy.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
B	9	Critical Skills Practice 4	4	Writing Skills: Responding to a Prompt	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	9	Critical Skills Practice 4	4	Writing Skills: Responding to a Prompt	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	9	Critical Skills Practice 4	5	Critical Skills Practice 4 Unit Test	Multiple	All assessed standards covered in this unit
B	10.1	The Old Man and the Sea	1	The Old Man and the Sea, Session 1	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	10.1	The Old Man and the Sea	1	The Old Man and the Sea, Session 1	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	10.1	The Old Man and the Sea	1	The Old Man and the Sea, Session 1	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	10.1	The Old Man and the Sea	1	The Old Man and the Sea, Session 1	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	10.1	The Old Man and the Sea	1	The Old Man and the Sea, Session 1	CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
B	10.1	The Old Man and the Sea	1	The Old Man and the Sea, Session 1	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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B	10.1	The Old Man and the Sea	1	The Old Man and the Sea, Session 1	<p>CCSS.ELA-Literacy.W.11-12.2b</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
B	10.1	The Old Man and the Sea	1	The Old Man and the Sea, Session 1	<p>CCSS.ELA-Literacy.W.11-12.2c</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
B	10.1	The Old Man and the Sea	1	The Old Man and the Sea, Session 1	<p>CCSS.ELA-Literacy.W.11-12.2d</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>
B	10.1	The Old Man and the Sea	1	The Old Man and the Sea, Session 1	<p>CCSS.ELA-Literacy.W.11-12.2e</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
B	10.1	The Old Man and the Sea	1	The Old Man and the Sea, Session 1	<p>CCSS.ELA-Literacy.W.11-12.2f</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
B	10.1	The Old Man and the Sea	1	The Old Man and the Sea, Session 1	<p>CCSS.ELA-Literacy.W.11-12.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
B	10.1	The Old Man and the Sea	2	The Old Man and the Sea, Session 2	<p>CCSS.ELA-Literacy.RI.11-12.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>
B	10.1	The Old Man and the Sea	2	The Old Man and the Sea, Session 2	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>

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B	10.1	The Old Man and the Sea	2	The Old Man and the Sea, Session 2 CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	10.1	The Old Man and the Sea	2	The Old Man and the Sea, Session 2 CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	10.1	The Old Man and the Sea	2	The Old Man and the Sea, Session 2 CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
B	10.1	The Old Man and the Sea	3	The Old Man and the Sea, Session 3 CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
B	10.1	The Old Man and the Sea	3	The Old Man and the Sea, Session 3 CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	10.1	The Old Man and the Sea	3	The Old Man and the Sea, Session 3 CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	10.1	The Old Man and the Sea	3	The Old Man and the Sea, Session 3 CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	10.1	The Old Man and the Sea	3	The Old Man and the Sea, Session 3 CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
B	10.1	The Old Man and the Sea	4	The Old Man and the Sea, Session 4 CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
B	10.1	The Old Man and the Sea	4	The Old Man and the Sea, Session 4 CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	10.1	The Old Man and the Sea	4	The Old Man and the Sea, Session 4 CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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B	10.1	The Old Man and the Sea	4	The Old Man and the Sea, Session 4	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	10.1	The Old Man and the Sea	4	The Old Man and the Sea, Session 4	CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
B	10.1	The Old Man and the Sea	5	The Old Man and the Sea, Session 5	CCSS.ELA-Literacy.SL.11-12.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
B	10.1	The Old Man and the Sea	5	The Old Man and the Sea, Session 5	CCSS.ELA-Literacy.SL.11-12.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
B	10.1	The Old Man and the Sea	5	The Old Man and the Sea, Session 5	CCSS.ELA-Literacy.SL.11-12.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B	10.1	The Old Man and the Sea	5	The Old Man and the Sea, Session 5	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
B	10.1	The Old Man and the Sea	5	The Old Man and the Sea, Session 5	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	10.1	The Old Man and the Sea	5	The Old Man and the Sea, Session 5	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	10.1	The Old Man and the Sea	5	The Old Man and the Sea, Session 5	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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B	10.1	The Old Man and the Sea	5	The Old Man and the Sea, Session 5	CCSS.ELA-Literacy.SL.11-12.1b	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
B	10.1	The Old Man and the Sea	6	The Old Man and the Sea, Session 6	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	10.1	The Old Man and the Sea	6	The Old Man and the Sea, Session 6	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	10.1	The Old Man and the Sea	7	The Old Man and the Sea, Session 7	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	10.1	The Old Man and the Sea	7	The Old Man and the Sea, Session 7	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	10.1	The Old Man and the Sea	7	The Old Man and the Sea, Session 7	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	10.1	The Old Man and the Sea	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	10.1	The Old Man and the Sea	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
B	10.1	The Old Man and the Sea	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.2c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
B	10.1	The Old Man and the Sea	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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B	10.1	The Old Man and the Sea	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B	10.1	The Old Man and the Sea	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
B	10.1	The Old Man and the Sea	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
B	10.1	The Old Man and the Sea	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	10.1	The Old Man and the Sea	9	The Old Man and the Sea Unit Review	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	10.1	The Old Man and the Sea	9	The Old Man and the Sea Unit Review	CCSS.ELA-Literacy.W.11-12.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
B	10.1	The Old Man and the Sea	9	The Old Man and the Sea Unit Review	CCSS.ELA-Literacy.W.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
B	10.1	The Old Man and the Sea	9	The Old Man and the Sea Unit Review	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	10.1	The Old Man and the Sea	9	The Old Man and the Sea Unit Review	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
B	10.1	The Old Man and the Sea	10	The Old Man and the Sea Unit Test	Multiple	All assessed standards covered in this unit

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B	10.2	A Lesson Before Dying	1	A Lesson Before Dying, Session 1	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	10.2	A Lesson Before Dying	1	A Lesson Before Dying, Session 1	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	10.2	A Lesson Before Dying	1	A Lesson Before Dying, Session 1	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	10.2	A Lesson Before Dying	2	A Lesson Before Dying, Session 2	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	10.2	A Lesson Before Dying	2	A Lesson Before Dying, Session 2	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	10.2	A Lesson Before Dying	2	A Lesson Before Dying, Session 2	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	10.2	A Lesson Before Dying	3	A Lesson Before Dying, Session 3	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	10.2	A Lesson Before Dying	3	A Lesson Before Dying, Session 3	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	10.2	A Lesson Before Dying	3	A Lesson Before Dying, Session 3	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	10.2	A Lesson Before Dying	4	A Lesson Before Dying, Session 4	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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B	10.2	A Lesson Before Dying	4	A Lesson Before Dying, Session 4 CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	10.2	A Lesson Before Dying	4	A Lesson Before Dying, Session 4 CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	10.2	A Lesson Before Dying	5	A Lesson Before Dying, Session 5 CCSS.ELA-Literacy.SL.11-12.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
B	10.2	A Lesson Before Dying	5	A Lesson Before Dying, Session 5 CCSS.ELA-Literacy.SL.11-12.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
B	10.2	A Lesson Before Dying	5	A Lesson Before Dying, Session 5 CCSS.ELA-Literacy.SL.11-12.1b	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
B	10.2	A Lesson Before Dying	5	A Lesson Before Dying, Session 5 CCSS.ELA-Literacy.SL.11-12.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B	10.2	A Lesson Before Dying	5	A Lesson Before Dying, Session 5 CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	10.2	A Lesson Before Dying	6	A Lesson Before Dying, Session 6 CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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B	10.2	A Lesson Before Dying	6	A Lesson Before Dying, Session 6	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	10.2	A Lesson Before Dying	6	A Lesson Before Dying, Session 6	CCSS.ELA-Literacy.W.11-12.2b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
B	10.2	A Lesson Before Dying	6	A Lesson Before Dying, Session 6	CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
B	10.2	A Lesson Before Dying	7	A Lesson Before Dying, Session 7	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	10.2	A Lesson Before Dying	7	A Lesson Before Dying, Session 7	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	10.2	A Lesson Before Dying	7	A Lesson Before Dying, Session 7	CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
B	10.2	A Lesson Before Dying	7	A Lesson Before Dying, Session 7	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
B	10.2	A Lesson Before Dying	7	A Lesson Before Dying, Session 7	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	10.2	A Lesson Before Dying	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	10.2	A Lesson Before Dying	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
B	10.2	A Lesson Before Dying	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.1e Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.

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B	10.2	A Lesson Before Dying	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.1d Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
B	10.2	A Lesson Before Dying	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.1c Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
B	10.2	A Lesson Before Dying	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.1b Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
B	10.2	A Lesson Before Dying	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.1a Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B	10.2	A Lesson Before Dying	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
B	10.2	A Lesson Before Dying	9	A Lesson Before Dying Unit Review	CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	10.2	A Lesson Before Dying	10	A Lesson Before Dying Unit Test	Multiple All assessed standards covered in this unit
B	10.3	The House on Mango Street	1	The House on Mango Street, Session 1	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	10.3	The House on Mango Street	1	The House on Mango Street, Session 1	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	10.3	The House on Mango Street	1	The House on Mango Street, Session 1	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	10.3	The House on Mango Street	1	The House on Mango Street, Session 1	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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B	10.3	The House on Mango Street	2	The House on Mango Street, Session 2	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
B	10.3	The House on Mango Street	2	The House on Mango Street, Session 2	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	10.3	The House on Mango Street	2	The House on Mango Street, Session 2	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	10.3	The House on Mango Street	2	The House on Mango Street, Session 2	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	10.3	The House on Mango Street	3	The House on Mango Street, Session 3	CCSS.ELA-Literacy.L.11-12.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B	10.3	The House on Mango Street	3	The House on Mango Street, Session 3	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
B	10.3	The House on Mango Street	3	The House on Mango Street, Session 3	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	10.3	The House on Mango Street	3	The House on Mango Street, Session 3	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	10.3	The House on Mango Street	3	The House on Mango Street, Session 3	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	10.3	The House on Mango Street	3	The House on Mango Street, Session 3	CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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B	10.3	The House on Mango Street	4	The House on Mango Street, Session 4	<p>CCSS.ELA-Literacy.L.11-12.5a</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>
B	10.3	The House on Mango Street	4	The House on Mango Street, Session 4	<p>CCSS.ELA-Literacy.RI.11-12.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>
B	10.3	The House on Mango Street	4	The House on Mango Street, Session 4	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	10.3	The House on Mango Street	4	The House on Mango Street, Session 4	<p>CCSS.ELA-Literacy.RL.11-12.3</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>
B	10.3	The House on Mango Street	4	The House on Mango Street, Session 4	<p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
B	10.3	The House on Mango Street	5	The House on Mango Street, Session 5	<p>CCSS.ELA-Literacy.SL.11-12.1d</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
B	10.3	The House on Mango Street	5	The House on Mango Street, Session 5	<p>CCSS.ELA-Literacy.SL.11-12.1c</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
B	10.3	The House on Mango Street	5	The House on Mango Street, Session 5	<p>CCSS.ELA-Literacy.SL.11-12.1b</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>

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B	10.3	The House on Mango Street	5	The House on Mango Street, Session 5	<p>CCSS.ELA-Literacy.SL.11-12.1a</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
B	10.3	The House on Mango Street	5	The House on Mango Street, Session 5	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	10.3	The House on Mango Street	5	The House on Mango Street, Session 5	<p>CCSS.ELA-Literacy.RL.11-12.4</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>
B	10.3	The House on Mango Street	5	The House on Mango Street, Session 5	<p>CCSS.ELA-Literacy.RL.11-12.3</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>
B	10.3	The House on Mango Street	5	The House on Mango Street, Session 5	<p>CCSS.ELA-Literacy.RL.9-10.6</p> <p>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>
B	10.3	The House on Mango Street	6	The House on Mango Street, Session 6	<p>CCSS.ELA-Literacy.W.11-12.5</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
B	10.3	The House on Mango Street	6	The House on Mango Street, Session 6	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	10.3	The House on Mango Street	6	The House on Mango Street, Session 6	<p>CCSS.ELA-Literacy.RL.11-12.3</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>
B	10.3	The House on Mango Street	7	The House on Mango Street, Session 7	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>

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B	10.3	The House on Mango Street	7	The House on Mango Street, Session 7	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	10.3	The House on Mango Street	7	The House on Mango Street, Session 7	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	10.3	The House on Mango Street	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
B	10.3	The House on Mango Street	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.1a Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B	10.3	The House on Mango Street	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.1b Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
B	10.3	The House on Mango Street	8	Write a Literary Essay	CCSS.ELA-Literacy.W.11-12.1e Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	10.3	The House on Mango Street	9	The House on Mango Street Unit Review	CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	10.3	The House on Mango Street	9	The House on Mango Street Unit Review	CCSS.ELA-Literacy.W.11-12.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
B	10.3	The House on Mango Street	9	The House on Mango Street Unit Review	CCSS.ELA-Literacy.W.11-12.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
B	10.3	The House on Mango Street	9	The House on Mango Street Unit Review	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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B	10.3	The House on Mango Street	9	The House on Mango Street Unit Review	CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
B	10.3	The House on Mango Street	10	The House on Mango Street Unit Test	Multiple	All assessed standards covered in this unit
B	11	Contemporary Voices	1	Contemporary Voices	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	11	Contemporary Voices	1	Contemporary Voices	CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
B	11	Contemporary Voices	1	Contemporary Voices	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	11	Contemporary Voices	1	Contemporary Voices	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	11	Contemporary Voices	2	Kennedy's Inaugural Address	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	11	Contemporary Voices	2	Kennedy's Inaugural Address	CCSS.ELA-Literacy.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
B	11	Contemporary Voices	2	Kennedy's Inaugural Address	CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
B	11	Contemporary Voices	2	Kennedy's Inaugural Address	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	11	Contemporary Voices	2	Kennedy's Inaugural Address	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	11	Contemporary Voices	2	Kennedy's Inaugural Address	CCSS.ELA-Literacy.RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

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B	11	Contemporary Voices	2	Kennedy's Inaugural Address	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	11	Contemporary Voices	2	Kennedy's Inaugural Address	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	11	Contemporary Voices	3	Contemporary Poets	CCSS.ELA-Literacy.L.11-12.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B	11	Contemporary Voices	3	Contemporary Poets	CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	11	Contemporary Voices	3	Contemporary Poets	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	11	Contemporary Voices	3	Contemporary Poets	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	11	Contemporary Voices	3	Contemporary Poets	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	11	Contemporary Voices	3	Contemporary Poets	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	11	Contemporary Voices	4	Richard Rodriguez	CCSS.ELA-Literacy.L.11-12.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B	11	Contemporary Voices	4	Richard Rodriguez	CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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B	11	Contemporary Voices	4	Richard Rodriguez	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	11	Contemporary Voices	4	Richard Rodriguez	CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
B	11	Contemporary Voices	4	Richard Rodriguez	CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
B	11	Contemporary Voices	4	Richard Rodriguez	CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
B	11	Contemporary Voices	4	Richard Rodriguez	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	11	Contemporary Voices	4	Richard Rodriguez	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	11	Contemporary Voices	4	Richard Rodriguez	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	11	Contemporary Voices	4	Richard Rodriguez	CCSS.ELA-Literacy.W.11-12.2b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
B	11	Contemporary Voices	5	Amy Tan	CCSS.ELA-Literacy.L.11-12.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B	11	Contemporary Voices	5	Amy Tan	CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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B	11	Contemporary Voices	5	Amy Tan	<p>CCSS.ELA-Literacy.W.11-12.2b</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
B	11	Contemporary Voices	5	Amy Tan	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	11	Contemporary Voices	5	Amy Tan	<p>CCSS.ELA-Literacy.RL.11-12.3</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>
B	11	Contemporary Voices	5	Amy Tan	<p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
B	11	Contemporary Voices	5	Amy Tan	<p>CCSS.ELA-Literacy.RI.11-12.10</p> <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	11	Contemporary Voices	6	Julia Alvarez	<p>CCSS.ELA-Literacy.W.11-12.7</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
B	11	Contemporary Voices	6	Julia Alvarez	<p>CCSS.ELA-Literacy.W.11-12.5</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
B	11	Contemporary Voices	6	Julia Alvarez	<p>CCSS.ELA-Literacy.RI.11-12.2</p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>
B	11	Contemporary Voices	6	Julia Alvarez	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>

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B	11	Contemporary Voices	6	Julia Alvarez	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	11	Contemporary Voices	6	Julia Alvarez	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	11	Contemporary Voices	6	Julia Alvarez	CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
B	11	Contemporary Voices	6	Julia Alvarez	CCSS.ELA-Literacy.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
B	11	Contemporary Voices	6	Julia Alvarez	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B	11	Contemporary Voices	7	Suzan Shown Harjo	CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
B	11	Contemporary Voices	7	Suzan Shown Harjo	CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	11	Contemporary Voices	7	Suzan Shown Harjo	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	11	Contemporary Voices	7	Suzan Shown Harjo	CCSS.ELA-Literacy.W.11-12.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
B	11	Contemporary Voices	7	Suzan Shown Harjo	CCSS.ELA-Literacy.W.11-12.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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B	11	Contemporary Voices	7	Suzan Shown Harjo	<p>CCSS.ELA-Literacy.W.11-12.2d</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>
B	11	Contemporary Voices	7	Suzan Shown Harjo	<p>CCSS.ELA-Literacy.W.11-12.2c</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
B	11	Contemporary Voices	7	Suzan Shown Harjo	<p>CCSS.ELA-Literacy.W.11-12.2b</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
B	11	Contemporary Voices	7	Suzan Shown Harjo	<p>CCSS.ELA-Literacy.W.11-12.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
B	11	Contemporary Voices	7	Suzan Shown Harjo	<p>CCSS.ELA-Literacy.W.11-12.2a</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
B	11	Contemporary Voices	7	Suzan Shown Harjo	<p>CCSS.ELA-Literacy.RI.11-12.8</p> <p>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>
B	11	Contemporary Voices	7	Suzan Shown Harjo	<p>CCSS.ELA-Literacy.RI.11-12.6</p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>
B	11	Contemporary Voices	7	Suzan Shown Harjo	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>

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B	11	Contemporary Voices	7	Suzan Shown Harjo	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	11	Contemporary Voices	8	Discuss: Identifying with a Work	CCSS.ELA-Literacy.SL.11-12.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
B	11	Contemporary Voices	8	Discuss: Identifying with a Work	CCSS.ELA-Literacy.SL.11-12.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B	11	Contemporary Voices	8	Discuss: Identifying with a Work	CCSS.ELA-Literacy.SL.11-12.1b Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
B	11	Contemporary Voices	8	Discuss: Identifying with a Work	CCSS.ELA-Literacy.SL.11-12.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
B	11	Contemporary Voices	8	Discuss: Identifying with a Work	CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
B	11	Contemporary Voices	9	Contemporary Voices Unit Review	CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
B	11	Contemporary Voices	10	Contemporary Voices Unit Test	Multiple All assessed standards covered in this unit

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B	11	Contemporary Voices	11	Your Voice, Session 1	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	11	Contemporary Voices	11	Your Voice, Session 1	CCSS.ELA-Literacy.W.11-12.3a	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B	11	Contemporary Voices	11	Your Voice, Session 1	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	11	Contemporary Voices	11	Your Voice, Session 1	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	11	Contemporary Voices	11	Your Voice, Session 1	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	11	Contemporary Voices	11	Your Voice, Session 1	L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.
B	11	Contemporary Voices	12	Your Voice, Session 2	CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
B	11	Contemporary Voices	12	Your Voice, Session 2	CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	11	Contemporary Voices	12	Your Voice, Session 2	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	11	Contemporary Voices	12	Your Voice, Session 2	CCSS.ELA-Literacy.W.11-12.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
B	11	Contemporary Voices	12	Your Voice, Session 2	CCSS.ELA-Literacy.W.11-12.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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B	11	Contemporary Voices	12	Your Voice, Session 2	<p>CCSS.ELA-Literacy.W.11-12.2d</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>
B	11	Contemporary Voices	12	Your Voice, Session 2	<p>CCSS.ELA-Literacy.W.11-12.2c</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
B	11	Contemporary Voices	12	Your Voice, Session 2	<p>CCSS.ELA-Literacy.W.11-12.2b</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
B	11	Contemporary Voices	12	Your Voice, Session 2	<p>CCSS.ELA-Literacy.W.11-12.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
B	11	Contemporary Voices	12	Your Voice, Session 2	<p>CCSS.ELA-Literacy.W.11-12.2a</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
B	11	Contemporary Voices	12	Your Voice, Session 2	<p>CCSS.ELA-Literacy.W.11-12.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
B	11	Contemporary Voices	12	Your Voice, Session 2	<p>CCSS.ELA-Literacy.W.11-12.6</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
B	11	Contemporary Voices	12	Your Voice, Session 2	<p>CCSS.ELA-Literacy.W.9-10.6</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
B	11	Contemporary Voices	12	Your Voice, Session 2	<p>CCSS.ELA-Literacy.W.11-12.3a</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>

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B	11	Contemporary Voices	12	Your Voice, Session 2	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	11	Contemporary Voices	12	Your Voice, Session 2	L.3.3.a	Choose words and phrases for effect.
B	11	Contemporary Voices	12	Your Voice, Session 2	L.4.1.g	Correctly use frequently confused words (e.g., to, too, two; there, their).
B	11	Contemporary Voices	12	Your Voice, Session 2	L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.
B	11	Contemporary Voices	12	Your Voice, Session 2	L.6.2.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
B	11	Contemporary Voices	12	Your Voice, Session 2	L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
B	11	Contemporary Voices	12	Your Voice, Session 2	L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.
B	11	Contemporary Voices	12	Your Voice, Session 2	L.5.2.a	Use punctuation to separate items in a series.
B	11	Contemporary Voices	12	Your Voice, Session 2	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
B	11	Contemporary Voices	12	Your Voice, Session 2	L.4.3.b	Choose punctuation for effect.
B	12	Practical Writing	1	Introduction to the Personal Statement	CCSS.ELA-Literacy.W.11-12.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
B	12	Practical Writing	1	Introduction to the Personal Statement	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	12	Practical Writing	1	Introduction to the Personal Statement	CCSS.ELA-Literacy.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
B	12	Practical Writing	1	Introduction to the Personal Statement	CCSS.ELA-Literacy.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
B	12	Practical Writing	1	Introduction to the Personal Statement	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.

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B	12	Practical Writing	1	Introduction to the Personal Statement	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	12	Practical Writing	2	Plan a Personal Statement	CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	12	Practical Writing	2	Plan a Personal Statement	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	12	Practical Writing	2	Plan a Personal Statement	CCSS.ELA-Literacy.W.11-12.2b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
B	12	Practical Writing	2	Plan a Personal Statement	CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
B	12	Practical Writing	2	Plan a Personal Statement	CCSS.ELA-Literacy.W.11-12.2a Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B	12	Practical Writing	2	Plan a Personal Statement	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	12	Practical Writing	3	Draft a Personal Statement	CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	12	Practical Writing	3	Draft a Personal Statement	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	12	Practical Writing	3	Draft a Personal Statement	CCSS.ELA-Literacy.W.11-12.2b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
B	12	Practical Writing	3	Draft a Personal Statement	CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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B	12	Practical Writing	3	Draft a Personal Statement	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B	12	Practical Writing	4	Revise and Proofread a Personal Statement	CCSS.ELA-Literacy.L.11-12.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
B	12	Practical Writing	4	Revise and Proofread a Personal Statement	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	12	Practical Writing	4	Revise and Proofread a Personal Statement	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	12	Practical Writing	4	Revise and Proofread a Personal Statement	CCSS.ELA-Literacy.W.11-12.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
B	12	Practical Writing	4	Revise and Proofread a Personal Statement	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B	12	Practical Writing	4	Revise and Proofread a Personal Statement	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	12	Practical Writing	4	Revise and Proofread a Personal Statement	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	12	Practical Writing	4	Revise and Proofread a Personal Statement	L.3.3.a	Choose words and phrases for effect.
B	12	Practical Writing	4	Revise and Proofread a Personal Statement	L.4.1.g	Correctly use frequently confused words (e.g., to, too, two; there, their).
B	12	Practical Writing	4	Revise and Proofread a Personal Statement	L.4.3.a	Choose words and phrases to convey ideas precisely.*
B	12	Practical Writing	4	Revise and Proofread a Personal Statement	L.4.3.b	Choose punctuation for effect.
B	12	Practical Writing	4	Revise and Proofread a Personal Statement	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
B	12	Practical Writing	4	Revise and Proofread a Personal Statement	L.5.2.a	Use punctuation to separate ideas.

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B	12	Practical Writing	4	Revise and Proofread a Personal Statement	L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.
B	12	Practical Writing	4	Revise and Proofread a Personal Statement	L.6.2.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
B	12	Practical Writing	4	Revise and Proofread a Personal Statement	L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
B	13	American Literature Semester B Review and Test	1	American Literature Semester B Review	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	13	American Literature Semester B Review and Test	2	American Literature Semester B Test, Part 1	Multiple	All assessed standards covered by this point in the course
B	13	American Literature Semester B Review and Test	3	American Literature Semester B Test, Part 2	Multiple	All assessed standards covered by this point in the course
B	14	Skills Center: Reading	1	Foundations	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	14	Skills Center: Reading	1	Foundations	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	14	Skills Center: Reading	1	Foundations	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
B	14	Skills Center: Reading	1	Foundations	CCSS.ELA-Literacy.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
B	14	Skills Center: Reading	2	Textual Analysis	CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	14	Skills Center: Reading	2	Textual Analysis	CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	14	Skills Center: Reading	2	Textual Analysis	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	14	Skills Center: Reading	2	Textual Analysis	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

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B	14	Skills Center: Reading	2	Textual Analysis	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.
B	14	Skills Center: Reading	3	Key Ideas and Details: Literature	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	14	Skills Center: Reading	3	Key Ideas and Details: Literature	CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
B	14	Skills Center: Reading	3	Key Ideas and Details: Literature	CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	14	Skills Center: Reading	3	Key Ideas and Details: Literature	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	14	Skills Center: Reading	3	Key Ideas and Details: Literature	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	14	Skills Center: Reading	4	Key Ideas and Details: Informational Texts	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	14	Skills Center: Reading	4	Key Ideas and Details: Informational Texts	CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	14	Skills Center: Reading	4	Key Ideas and Details: Informational Texts	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	14	Skills Center: Reading	4	Key Ideas and Details: Informational Texts	CCSS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
B	14	Skills Center: Reading	4	Key Ideas and Details: Informational Texts	CCSS.ELA-Literacy.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
B	14	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	14	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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B	14	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.L.9-10.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B	14	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.W.9-10.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
B	14	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	14	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.W.9-10.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
B	14	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
B	14	Skills Center: Reading	5	Use of Language	CCSS.ELA-Literacy.L.9-10.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
B	14	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
B	14	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
B	14	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	14	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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B	14	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.W.9-10.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9—10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
B	14	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.L.9-10.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B	14	Skills Center: Reading	6	Craft and Structure: Literature	CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
B	14	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
B	14	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
B	14	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	14	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
B	14	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
B	14	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	14	Skills Center: Reading	7	Craft and Structure: Informational Texts	CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	14	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
B	14	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
B	14	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
B	14	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts	CCSS.ELA-Literacy.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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B	14	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts CCSS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
B	14	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
B	14	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts CCSS.ELA-Literacy.W.9-10.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
B	14	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts CCSS.ELA-Literacy.W.9-10.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
B	14	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts CCSS.ELA-Literacy.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	14	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts CCSS.ELA-Literacy.RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
B	14	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts CCSS.ELA-Literacy.RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
B	14	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts CCSS.ELA-Literacy.W.9-10.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
B	14	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
B	14	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts CCSS.ELA-Literacy.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
B	14	Skills Center: Reading	8	Integration of Knowledge and Ideas in Texts CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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B	14	Skills Center: Reading	8	Integration of Media and Technology	CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	15	Skills Center: Speaking and Listening	1	Presenting	CCSS.ELA-Literacy.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
B	15	Skills Center: Speaking and Listening	1	Presenting	CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	15	Skills Center: Speaking and Listening	1	Presenting	CCSS.ELA-Literacy.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
B	15	Skills Center: Speaking and Listening	1	Presenting	CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	15	Skills Center: Speaking and Listening	1	Presenting	CCSS.ELA-Literacy.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
B	15	Skills Center: Speaking and Listening	1	Presenting	CCSS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
B	15	Skills Center: Speaking and Listening	2	Listening	CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
B	15	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
B	15	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
B	15	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1b	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

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B	15	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1a	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
B	15	Skills Center: Speaking and Listening	3	Participating in Discussions	CCSS.ELA-Literacy.SL.9-10.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
B	16	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
B	16	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.5	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
B	16	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.SL.9-10.6	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
B	16	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.2e	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
B	16	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.1d	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
B	16	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.L.9-10.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
B	16	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.L.9-10.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
B	16	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.2d	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>
B	16	Skills Center: Writing	1	Writing Foundations	CCSS.ELA-Literacy.W.9-10.1a	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>

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B	16	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.W.9-10.2c</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
B	16	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.W.9-10.1c</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
B	16	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.W.9-10.8</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
B	16	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.W.9-10.2f</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
B	16	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.W.9-10.2b</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
B	16	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.W.9-10.2a</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
B	16	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.W.9-10.1b</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p>
B	16	Skills Center: Writing	1	Writing Foundations	<p>CCSS.ELA-Literacy.W.9-10.1e</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>

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B	16	Skills Center: Writing	2	Argument	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	16	Skills Center: Writing	2	Argument	CCSS.ELA-Literacy.W.9-10.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
B	16	Skills Center: Writing	2	Argument	CCSS.ELA-Literacy.W.9-10.1e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	16	Skills Center: Writing	2	Argument	CCSS.ELA-Literacy.W.9-10.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B	16	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	16	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	16	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	16	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
B	16	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
B	16	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
B	16	Skills Center: Writing	3	Informative and Explanatory Texts	CCSS.ELA-Literacy.W.9-10.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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B	16	Skills Center: Writing	3	Informative and Explanatory Texts CCSS.ELA-Literacy.W.9-10.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
B	16	Skills Center: Writing	3	Informative and Explanatory Texts CCSS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
B	16	Skills Center: Writing	3	Informative and Explanatory Texts CCSS.ELA-Literacy.W.9-10.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
B	16	Skills Center: Writing	4	Narrative Writing CCSS.ELA-Literacy.W.9-10.3a	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B	16	Skills Center: Writing	4	Narrative Writing CCSS.ELA-Literacy.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
B	16	Skills Center: Writing	4	Narrative Writing CCSS.ELA-Literacy.W.9-10.10	Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	16	Skills Center: Writing	4	Narrative Writing CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	16	Skills Center: Writing	4	Narrative Writing CCSS.ELA-Literacy.W.9-10.3b	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
B	16	Skills Center: Writing	4	Narrative Writing CCSS.ELA-Literacy.W.9-10.3c	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
B	16	Skills Center: Writing	4	Narrative Writing CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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B	16	Skills Center: Writing	4	Narrative Writing	CCSS.ELA-Literacy.W.9-10.3e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
B	16	Skills Center: Writing	4	Narrative Writing	CCSS.ELA-Literacy.W.9-10.3d Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
B	16	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.W.9-10.10 Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	16	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	16	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	16	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
B	16	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
B	16	Skills Center: Writing	5	Production and Distribution of Writing	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	16	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
B	16	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	16	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	16	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
B	16	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	16	Skills Center: Writing	6	Research	CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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B	16	Skills Center: Writing	6	Research CCSS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
B	16	Skills Center: Writing	6	Research CCSS.ELA-Literacy.W.9-10.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
B	16	Skills Center: Writing	6	Research CCSS.ELA-Literacy.W.9-10.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
B	17	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.9-10.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
B	17	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.9-10.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
B	17	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.9-10.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a colon to introduce a list or quotation.
B	17	Skills Center: Language	1	Grammar, Usage, and Mechanics CCSS.ELA-Literacy.L.9-10.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure.
B	17	Skills Center: Language	2	Language Skills CCSS.ELA-Literacy.L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
B	17	Skills Center: Language	2	Language Skills CCSS.ELA-Literacy.L.9-10.3a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

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B	17	Skills Center: Language	2	Language Skills CCSS.ELA-Literacy.L.9-10.4d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
B	17	Skills Center: Language	2	Language Skills CCSS.ELA-Literacy.L.9-10.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
B	17	Skills Center: Language	2	Language Skills CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	17	Skills Center: Language	2	Language Skills CCSS.ELA-Literacy.L.9-10.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	17	Skills Center: Language	2	Language Skills CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies.
B	17	Skills Center: Language	2	Language Skills CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
B	17	Skills Center: Language	2	Language Skills CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	17	Skills Center: Language	2	Language Skills CCSS.ELA-Literacy.L.9-10.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B	17	Skills Center: Language	2	Language Skills CCSS.ELA-Literacy.L.9-10.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
B	17	Skills Center: Language	2	Language Skills CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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B	17	Skills Center: Language	2	Language Skills	<p>CCSS.ELA-Literacy.L.9-10.4b</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>
B	17	Skills Center: Language	2	Language Skills	<p>CCSS.ELA-Literacy.L.9-10.5b</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Analyze nuances in the meaning of words with similar denotations.</p>
B	17	Skills Center: Language	2	Language Skills	<p>CCSS.ELA-Literacy.L.9-10.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

Stride		Common Core English Language Arts Standards Grades 11-12 Attachment 28 - ACAD Compared to ENG403 Summit British and World Literature				
Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Heroic Battles	1	British and World Literature - Course Introduction	N/A	Students are introduced to the course. They will learn about its content, structure, and organization. They will also learn about course requirements and expectations. By the conclusion of this lesson, students should have a clear idea of what this English course will ask them to read, learn, and do.
A	1	Heroic Battles	2	Introduction to Beowulf	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	1	Heroic Battles	2	Introduction to Beowulf	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	1	Heroic Battles	2	Introduction to Beowulf	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	1	Heroic Battles	3	Read "Beowulf and Grendel"	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	1	Heroic Battles	3	Read "Beowulf and Grendel"	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	1	Heroic Battles	3	Read "Beowulf and Grendel"	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	1	Heroic Battles	4	Characters in Beowulf	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	1	Heroic Battles	4	Characters in Beowulf	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	1	Heroic Battles	4	Characters in Beowulf	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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A	1	Heroic Battles	4	Characters in Beowulf	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
A	1	Heroic Battles	4	Characters in Beowulf	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	1	Heroic Battles	4	Characters in Beowulf	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	1	Heroic Battles	5	Review "Beowulf and Grendel"	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	1	Heroic Battles	5	Review "Beowulf and Grendel"	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	1	Heroic Battles	5	Review "Beowulf and Grendel"	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	1	Heroic Battles	5	Review "Beowulf and Grendel"	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	1	Heroic Battles	6	Introduction to the Iliad	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	1	Heroic Battles	7	Read "Hektor and Achilleus"	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	1	Heroic Battles	7	Read "Hektor and Achilleus"	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	1	Heroic Battles	7	Read "Hektor and Achilleus"	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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A	1	Heroic Battles	7	Read "Hektor and Achilleus" CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	1	Heroic Battles	8	Characters in "Hektor and Achilleus" CCSS.ELA-Literacy.L.11-12.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
A	1	Heroic Battles	8	Characters in "Hektor and Achilleus" CCSS.ELA-Literacy.L.11-12.3a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
A	1	Heroic Battles	8	Characters in "Hektor and Achilleus" CCSS.ELA-Literacy.L.11-12.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
A	1	Heroic Battles	8	Characters in "Hektor and Achilleus" CCSS.ELA-Literacy.L.11-12.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
A	1	Heroic Battles	8	Characters in "Hektor and Achilleus" CCSS.ELA-Literacy.L.11-12.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
A	1	Heroic Battles	8	Characters in "Hektor and Achilleus" CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	1	Heroic Battles	8	Characters in "Hektor and Achilleus" CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	1	Heroic Battles	8	Characters in "Hektor and Achilleus" CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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A	1	Heroic Battles	8	Characters in "Hektor and Achilles"	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	1	Heroic Battles	9	Review Heroic Epics	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	1	Heroic Battles	9	Review Heroic Epics	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	1	Heroic Battles	9	Review Heroic Epics	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	1	Heroic Battles	9	Review Heroic Epics	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	1	Heroic Battles	10	Discuss: Heroic Characteristics	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	1	Heroic Battles	10	Discuss: Heroic Characteristics	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	1	Heroic Battles	10	Discuss: Heroic Characteristics	CCSS.ELA-Literacy.SL.11-12.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	1	Heroic Battles	10	Discuss: Heroic Characteristics	CCSS.ELA-Literacy.SL.11-12.1b Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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A	1	Heroic Battles	10	Discuss: Heroic Characteristics	CCSS.ELA-Literacy.SL.11-12.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
A	1	Heroic Battles	10	Discuss: Heroic Characteristics	CCSS.ELA-Literacy.SL.11-12.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
A	1	Heroic Battles	11	Assignment: Profile	CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
A	2	The Canterbury Tales	1	Introduction to The Canterbury Tales	CCSS.ELA-Literacy.L.11-12.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	2	The Canterbury Tales	1	Introduction to The Canterbury Tales	CCSS.ELA-Literacy.L.11-12.5b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
A	2	The Canterbury Tales	1	Introduction to The Canterbury Tales	CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	2	The Canterbury Tales	1	Introduction to The Canterbury Tales	CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	2	The Canterbury Tales	1	Introduction to The Canterbury Tales	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	2	The Canterbury Tales	1	Introduction to The Canterbury Tales	CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
A	2	The Canterbury Tales	1	Introduction to The Canterbury Tales	CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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A	2	The Canterbury Tales	1	Introduction to The Canterbury Tales	CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
A	2	The Canterbury Tales	1	Introduction to The Canterbury Tales	CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
A	2	The Canterbury Tales	1	Introduction to The Canterbury Tales	CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
A	2	The Canterbury Tales	1	Introduction to The Canterbury Tales	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	2	The Canterbury Tales	1	Introduction to The Canterbury Tales	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	2	The Canterbury Tales	1	Introduction to The Canterbury Tales	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
A	2	The Canterbury Tales	1	Introduction to The Canterbury Tales	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	2	The Canterbury Tales	1	Introduction to The Canterbury Tales	CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
A	2	The Canterbury Tales	1	Introduction to The Canterbury Tales	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	2	The Canterbury Tales	2	Read "The Prologue"	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	2	The Canterbury Tales	2	Read "The Prologue"	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	2	The Canterbury Tales	2	Read "The Prologue"	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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A	2	The Canterbury Tales	2	Read "The Prologue"	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	2	The Canterbury Tales	3	Examine "The Prologue"	CCSS.ELA-Literacy.L.11-12.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
A	2	The Canterbury Tales	3	Examine "The Prologue"	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	2	The Canterbury Tales	3	Examine "The Prologue"	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	2	The Canterbury Tales	3	Examine "The Prologue"	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
A	2	The Canterbury Tales	3	Examine "The Prologue"	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	2	The Canterbury Tales	3	Examine "The Prologue"	CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
A	2	The Canterbury Tales	3	Examine "The Prologue"	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	2	The Canterbury Tales	4	Read "The Wife of Bath's Tale"	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	2	The Canterbury Tales	4	Read "The Wife of Bath's Tale"	CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
A	2	The Canterbury Tales	4	Read "The Wife of Bath's Tale"	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	2	The Canterbury Tales	5	Explore "The Wife of Bath's Tale"	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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A	2	The Canterbury Tales	5	Explore "The Wife of Bath's Tale"	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	2	The Canterbury Tales	5	Explore "The Wife of Bath's Tale"	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	2	The Canterbury Tales	5	Explore "The Wife of Bath's Tale"	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
A	2	The Canterbury Tales	5	Explore "The Wife of Bath's Tale"	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	2	The Canterbury Tales	5	Explore "The Wife of Bath's Tale"	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
A	2	The Canterbury Tales	5	Explore "The Wife of Bath's Tale"	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	2	The Canterbury Tales	6	Discuss: The Stories People Tell	CCSS.ELA-Literacy.SL.11-12.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	2	The Canterbury Tales	6	Discuss: The Stories People Tell	CCSS.ELA-Literacy.SL.11-12.1b	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
A	2	The Canterbury Tales	6	Discuss: The Stories People Tell	CCSS.ELA-Literacy.SL.11-12.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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A	2	The Canterbury Tales	6	Discuss: The Stories People Tell	CCSS.ELA-Literacy.SL.11-12.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
A	2	The Canterbury Tales	7	Your Choice	N/A Students may use this lesson time to do any of the following: - Attend a synchronous session if their teacher has one planned. - Complete work in progress or get ahead in their reading. - Review prior lessons in the unit. -Read some of the additional resources that are suggested in their lessons. - Prepare for their state standardized test. -Go on to the next lesson.
A	2	The Canterbury Tales	8	Characters and Their Tales	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	2	The Canterbury Tales	8	Characters and Their Tales	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	2	The Canterbury Tales	8	Characters and Their Tales	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	2	The Canterbury Tales	8	Characters and Their Tales	CCSS.ELA-Literacy.W.11-12.9a Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
A	3	Critical Skills Practice 1	1	Introduction	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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A	3	Critical Skills Practice 1	2	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.L.11-12.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	3	Critical Skills Practice 1	2	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Critical Skills Practice 1	2	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	3	Critical Skills Practice 1	2	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
A	3	Critical Skills Practice 1	2	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	3	Critical Skills Practice 1	2	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	3	Critical Skills Practice 1	2	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	3	Critical Skills Practice 1	3	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.L.11-12.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	3	Critical Skills Practice 1	3	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.L.11-12.4d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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A	3	Critical Skills Practice 1	3	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Critical Skills Practice 1	3	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	3	Critical Skills Practice 1	4	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
A	3	Critical Skills Practice 1	4	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
A	3	Critical Skills Practice 1	4	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	3	Critical Skills Practice 1	4	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	3	Critical Skills Practice 1	4	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	3	Critical Skills Practice 1	5	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	3	Critical Skills Practice 1	5	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
A	3	Critical Skills Practice 1	5	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.3a Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

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A	3	Critical Skills Practice 1	5	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.3b Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
A	3	Critical Skills Practice 1	5	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.3c Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
A	3	Critical Skills Practice 1	5	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.3d Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
A	3	Critical Skills Practice 1	5	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.3e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
A	3	Critical Skills Practice 1	5	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	3	Critical Skills Practice 1	5	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	3	Critical Skills Practice 1	6	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	3	Critical Skills Practice 1	6	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
A	3	Critical Skills Practice 1	6	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.3a Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
A	3	Critical Skills Practice 1	6	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.3b Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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A	3	Critical Skills Practice 1	6	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.3c Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
A	3	Critical Skills Practice 1	6	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.3d Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
A	3	Critical Skills Practice 1	6	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.3e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
A	3	Critical Skills Practice 1	6	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	3	Critical Skills Practice 1	6	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	3	Critical Skills Practice 1	7	Unit Test	Multiple All assessed standards covered in this unit
A	4	Love Sonnets	1	Introduction	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	4	Love Sonnets	1	Introduction	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	4	Love Sonnets	1	Introduction	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	4	Love Sonnets	1	Introduction	CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
A	4	Love Sonnets	1	Introduction	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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A	4	Love Sonnets	2	Petrarchan Sonnets	CCSS.ELA-Literacy.L.11-12.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
A	4	Love Sonnets	2	Petrarchan Sonnets	CCSS.ELA-Literacy.L.11-12.3a Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
A	4	Love Sonnets	2	Petrarchan Sonnets	CCSS.ELA-Literacy.L.11-12.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
A	4	Love Sonnets	2	Petrarchan Sonnets	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	4	Love Sonnets	2	Petrarchan Sonnets	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	4	Love Sonnets	2	Petrarchan Sonnets	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	4	Love Sonnets	2	Petrarchan Sonnets	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	4	Love Sonnets	2	Petrarchan Sonnets	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	4	Love Sonnets	3	Shakespearean Sonnets	CCSS.ELA-Literacy.L.11-12.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

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A	4	Love Sonnets	3	Shakespearean Sonnets	CCSS.ELA-Literacy.L.11-12.3a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
A	4	Love Sonnets	3	Shakespearean Sonnets	CCSS.ELA-Literacy.L.11-12.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	4	Love Sonnets	3	Shakespearean Sonnets	CCSS.ELA-Literacy.L.11-12.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
A	4	Love Sonnets	3	Shakespearean Sonnets	CCSS.ELA-Literacy.L.11-12.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
A	4	Love Sonnets	3	Shakespearean Sonnets	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	4	Love Sonnets	3	Shakespearean Sonnets	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	4	Love Sonnets	3	Shakespearean Sonnets	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	4	Love Sonnets	3	Shakespearean Sonnets	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	4	Love Sonnets	3	Shakespearean Sonnets	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

A	4	Love Sonnets	3	Shakespearean Sonnets Attachment 28 - ACAD	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	4	Love Sonnets	4	Your Choice	N/A	<p>Students may use this lesson time to do any of the following:</p> <ul style="list-style-type: none"> - Attend a synchronous session if their teacher has one planned. - Complete work in progress or get ahead in their reading. - Review prior lessons in the unit. - Read some of the additional resources that are suggested in their lessons. - Prepare for their state standardized test. - Go on to the next lesson.
A	4	Love Sonnets	5	From Sonnets from the Portuguese	CCSS.ELA-Literacy.L.11-12.1b	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</p>
A	4	Love Sonnets	5	From Sonnets from the Portuguese	CCSS.ELA-Literacy.L.11-12.3a	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
A	4	Love Sonnets	5	From Sonnets from the Portuguese	CCSS.ELA-Literacy.L.11-12.4c	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies.</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>
A	4	Love Sonnets	5	From Sonnets from the Portuguese	CCSS.ELA-Literacy.RL.11-12.10	<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
A	4	Love Sonnets	5	From Sonnets from the Portuguese	CCSS.ELA-Literacy.RL.11-12.2	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>

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A	4	Love Sonnets	5	From Sonnets from the Portuguese CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	4	Love Sonnets	5	From Sonnets from the Portuguese CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	4	Love Sonnets	6	From 100 Love Sonnets CCSS.ELA-Literacy.L.11-12.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
A	4	Love Sonnets	6	From 100 Love Sonnets CCSS.ELA-Literacy.L.11-12.3a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
A	4	Love Sonnets	6	From 100 Love Sonnets CCSS.ELA-Literacy.L.11-12.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
A	4	Love Sonnets	6	From 100 Love Sonnets CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	4	Love Sonnets	6	From 100 Love Sonnets CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	4	Love Sonnets	6	From 100 Love Sonnets CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	4	Love Sonnets	6	From 100 Love Sonnets CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	4	Love Sonnets	6	From 100 Love Sonnets CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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A	4	Love Sonnets	7	Unit Review	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	4	Love Sonnets	7	Unit Review	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	4	Love Sonnets	7	Unit Review	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	4	Love Sonnets	7	Unit Review	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	4	Love Sonnets	7	Unit Review	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	4	Love Sonnets	8	Love Sonnets Unit Test	Multiple	All assessed standards covered in this unit
A	5	Planning a Research Paper	1	What Is a Research Paper?	CCSS.ELA-Literacy.L.11-12.3a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
A	5	Planning a Research Paper	1	What Is a Research Paper?	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	5	Planning a Research Paper	1	What Is a Research Paper?	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	5	Planning a Research Paper	1	What Is a Research Paper?	CCSS.ELA-Literacy.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
A	5	Planning a Research Paper	1	What Is a Research Paper?	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	5	Planning a Research Paper	1	What Is a Research Paper?	CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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A	5	Planning a Research Paper	1	What Is a Research Paper?	<p>CCSS.ELA-Literacy.W.11-12.2a</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
A	5	Planning a Research Paper	1	What Is a Research Paper?	<p>CCSS.ELA-Literacy.W.11-12.2b</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
A	5	Planning a Research Paper	1	What Is a Research Paper?	<p>CCSS.ELA-Literacy.W.11-12.2c</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
A	5	Planning a Research Paper	1	What Is a Research Paper?	<p>CCSS.ELA-Literacy.W.11-12.2d</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>
A	5	Planning a Research Paper	1	What Is a Research Paper?	<p>CCSS.ELA-Literacy.W.11-12.2e</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
A	5	Planning a Research Paper	1	What Is a Research Paper?	<p>CCSS.ELA-Literacy.W.11-12.2f</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
A	5	Planning a Research Paper	1	What Is a Research Paper?	<p>CCSS.ELA-Literacy.W.11-12.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
A	5	Planning a Research Paper	1	What Is a Research Paper?	<p>CCSS.ELA-Literacy.W.11-12.7</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

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A	5	Planning a Research Paper	1	What Is a Research Paper? CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
A	5	Planning a Research Paper	2	Focus on a Topic CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	5	Planning a Research Paper	2	Focus on a Topic CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
A	5	Planning a Research Paper	2	Focus on a Topic CCSS.ELA-Literacy.W.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
A	5	Planning a Research Paper	2	Focus on a Topic CCSS.ELA-Literacy.W.11-12.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
A	5	Planning a Research Paper	3	Plan a Research Paper CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	5	Planning a Research Paper	3	Plan a Research Paper CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
A	5	Planning a Research Paper	3	Plan a Research Paper CCSS.ELA-Literacy.W.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

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A	5	Planning a Research Paper	3	Plan a Research Paper	CCSS.ELA-Literacy.W.11-12.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
A	5	Planning a Research Paper	4	Use Different Sources	CCSS.ELA-Literacy.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
A	5	Planning a Research Paper	4	Use Different Sources	CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	5	Planning a Research Paper	4	Use Different Sources	CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
A	5	Planning a Research Paper	4	Use Different Sources	CCSS.ELA-Literacy.W.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
A	5	Planning a Research Paper	4	Use Different Sources	CCSS.ELA-Literacy.W.11-12.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
A	5	Planning a Research Paper	5	Use Literary Criticism	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	5	Planning a Research Paper	5	Use Literary Criticism	CCSS.ELA-Literacy.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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A	5	Planning a Research Paper	5	Use Literary Criticism	CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
A	5	Planning a Research Paper	6	Take Notes, Session 1	CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
A	5	Planning a Research Paper	6	Take Notes, Session 1	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	5	Planning a Research Paper	6	Take Notes, Session 1	CCSS.ELA-Literacy.W.11-12.2b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	5	Planning a Research Paper	6	Take Notes, Session 1	CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	5	Planning a Research Paper	6	Take Notes, Session 1	CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
A	5	Planning a Research Paper	7	Take Notes, Session 2	CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
A	5	Planning a Research Paper	7	Take Notes, Session 2	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	5	Planning a Research Paper	7	Take Notes, Session 2	CCSS.ELA-Literacy.W.11-12.2b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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A	5	Planning a Research Paper	7	Take Notes, Session 2	CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	5	Planning a Research Paper	7	Take Notes, Session 2	CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
A	5	Planning a Research Paper	8	Take Notes, Session 3	CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
A	5	Planning a Research Paper	8	Take Notes, Session 3	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	5	Planning a Research Paper	8	Take Notes, Session 3	CCSS.ELA-Literacy.W.11-12.2b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	5	Planning a Research Paper	8	Take Notes, Session 3	CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	5	Planning a Research Paper	8	Take Notes, Session 3	CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
A	5	Planning a Research Paper	9	Your Choice	N/A Students may use this lesson time to do any of the following: - Attend a synchronous session if their teacher has one planned. - Complete work in progress or get ahead in their reading. - Review prior lessons in the unit. -Read some of the additional resources that are suggested in their lessons. - Prepare for their state standardized test. -Go on to the next lesson.

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A	5	Planning a Research Paper	10	Organize Information, Session 1	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	5	Planning a Research Paper	10	Organize Information, Session 1	CCSS.ELA-Literacy.W.11-12.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
A	5	Planning a Research Paper	10	Organize Information, Session 1	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	5	Planning a Research Paper	10	Organize Information, Session 1	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	5	Planning a Research Paper	10	Organize Information, Session 1	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
A	5	Planning a Research Paper	10	Organize Information, Session 1	CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	5	Planning a Research Paper	10	Organize Information, Session 1	CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
A	5	Planning a Research Paper	11	Organize Information, Session 2	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	5	Planning a Research Paper	11	Organize Information, Session 2	CCSS.ELA-Literacy.W.11-12.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
A	5	Planning a Research Paper	11	Organize Information, Session 2	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	5	Planning a Research Paper	11	Organize Information, Session 2	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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A	5	Planning a Research Paper	11	Organize Information, Session 2 CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
A	5	Planning a Research Paper	11	Organize Information, Session 2 CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	5	Planning a Research Paper	12	Finish Your Plan CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	5	Planning a Research Paper	12	Finish Your Plan CCSS.ELA-Literacy.W.11-12.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
A	5	Planning a Research Paper	12	Finish Your Plan CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	5	Planning a Research Paper	12	Finish Your Plan CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	5	Planning a Research Paper	12	Finish Your Plan CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
A	5	Planning a Research Paper	12	Finish Your Plan CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	6	Critical Skills Practice 2	1	Reading Skills - Comprehension and Analysis CCSS.ELA-Literacy.L.11-12.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	6	Critical Skills Practice 2	1	Reading Skills - Comprehension and Analysis CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	6	Critical Skills Practice 2	1	Reading Skills - Comprehension and Analysis CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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A	6	Critical Skills Practice 2	1	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	6	Critical Skills Practice 2	1	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	6	Critical Skills Practice 2	2	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.L.11-12.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	6	Critical Skills Practice 2	2	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.L.11-12.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
A	6	Critical Skills Practice 2	2	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.L.11-12.4d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
A	6	Critical Skills Practice 2	2	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	6	Critical Skills Practice 2	3	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
A	6	Critical Skills Practice 2	3	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
A	6	Critical Skills Practice 2	3	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions.

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A	6	Critical Skills Practice 2	3	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
A	6	Critical Skills Practice 2	3	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	6	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.L.11-12.3a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
A	6	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
A	6	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
A	6	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
A	6	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
A	6	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.1d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
A	6	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.1e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
A	6	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	6	Critical Skills Practice 2	4	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	6	Critical Skills Practice 2	5	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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A	6	Critical Skills Practice 2	5	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
A	6	Critical Skills Practice 2	5	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
A	6	Critical Skills Practice 2	5	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
A	6	Critical Skills Practice 2	5	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.1d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
A	6	Critical Skills Practice 2	5	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.1e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
A	6	Critical Skills Practice 2	5	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	6	Critical Skills Practice 2	5	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	6	Critical Skills Practice 2	6	Unit Test	Multiple	All assessed standards covered in this unit
A	7	Drafting a Research Paper	1	Write a Research Paper, Session 1	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
A	7	Drafting a Research Paper	1	Write a Research Paper, Session 1	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	7	Drafting a Research Paper	1	Write a Research Paper, Session 1	CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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A	7	Drafting a Research Paper	1	Write a Research Paper, Session 1	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	7	Drafting a Research Paper	1	Write a Research Paper, Session 1	CCSS.ELA-Literacy.W.11-12.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	7	Drafting a Research Paper	1	Write a Research Paper, Session 1	CCSS.ELA-Literacy.W.11-12.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
A	7	Drafting a Research Paper	1	Write a Research Paper, Session 1	CCSS.ELA-Literacy.W.11-12.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
A	7	Drafting a Research Paper	1	Write a Research Paper, Session 1	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	7	Drafting a Research Paper	1	Write a Research Paper, Session 1	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	7	Drafting a Research Paper	1	Write a Research Paper, Session 1	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
A	7	Drafting a Research Paper	1	Write a Research Paper, Session 1	CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	7	Drafting a Research Paper	2	Write a Research Paper, Session 2	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
A	7	Drafting a Research Paper	2	Write a Research Paper, Session 2	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	7	Drafting a Research Paper	2	Write a Research Paper, Session 2	CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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A	7	Drafting a Research Paper	2	Write a Research Paper, Session 2	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	7	Drafting a Research Paper	2	Write a Research Paper, Session 2	CCSS.ELA-Literacy.W.11-12.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	7	Drafting a Research Paper	2	Write a Research Paper, Session 2	CCSS.ELA-Literacy.W.11-12.2c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
A	7	Drafting a Research Paper	2	Write a Research Paper, Session 2	CCSS.ELA-Literacy.W.11-12.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
A	7	Drafting a Research Paper	2	Write a Research Paper, Session 2	CCSS.ELA-Literacy.W.11-12.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
A	7	Drafting a Research Paper	2	Write a Research Paper, Session 2	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	7	Drafting a Research Paper	2	Write a Research Paper, Session 2	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	7	Drafting a Research Paper	2	Write a Research Paper, Session 2	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
A	7	Drafting a Research Paper	2	Write a Research Paper, Session 2	CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	7	Drafting a Research Paper	3	Write a Research Paper, Session 3	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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A	7	Drafting a Research Paper	3	Write a Research Paper, Session 3	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	7	Drafting a Research Paper	3	Write a Research Paper, Session 3	CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
A	7	Drafting a Research Paper	3	Write a Research Paper, Session 3	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	7	Drafting a Research Paper	3	Write a Research Paper, Session 3	CCSS.ELA-Literacy.W.11-12.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	7	Drafting a Research Paper	3	Write a Research Paper, Session 3	CCSS.ELA-Literacy.W.11-12.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
A	7	Drafting a Research Paper	3	Write a Research Paper, Session 3	CCSS.ELA-Literacy.W.11-12.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
A	7	Drafting a Research Paper	3	Write a Research Paper, Session 3	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	7	Drafting a Research Paper	3	Write a Research Paper, Session 3	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	7	Drafting a Research Paper	3	Write a Research Paper, Session 3	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
A	7	Drafting a Research Paper	3	Write a Research Paper, Session 3	CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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A	7	Drafting a Research Paper	3	Write a Research Paper, Session 3 CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
A	7	Drafting a Research Paper	4	Write a Research Paper, Session 4 CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
A	7	Drafting a Research Paper	4	Write a Research Paper, Session 4 CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	7	Drafting a Research Paper	4	Write a Research Paper, Session 4 CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
A	7	Drafting a Research Paper	4	Write a Research Paper, Session 4 CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	7	Drafting a Research Paper	4	Write a Research Paper, Session 4 CCSS.ELA-Literacy.W.11-12.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	7	Drafting a Research Paper	4	Write a Research Paper, Session 4 CCSS.ELA-Literacy.W.11-12.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
A	7	Drafting a Research Paper	4	Write a Research Paper, Session 4 CCSS.ELA-Literacy.W.11-12.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
A	7	Drafting a Research Paper	4	Write a Research Paper, Session 4 CCSS.ELA-Literacy.W.11-12.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
A	7	Drafting a Research Paper	4	Write a Research Paper, Session 4 CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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A	7	Drafting a Research Paper	4	Write a Research Paper, Session 4	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	7	Drafting a Research Paper	4	Write a Research Paper, Session 4	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
A	7	Drafting a Research Paper	4	Write a Research Paper, Session 4	CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	7	Drafting a Research Paper	5	Write a Research Paper, Session 5	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
A	7	Drafting a Research Paper	5	Write a Research Paper, Session 5	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	7	Drafting a Research Paper	5	Write a Research Paper, Session 5	CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
A	7	Drafting a Research Paper	5	Write a Research Paper, Session 5	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	7	Drafting a Research Paper	5	Write a Research Paper, Session 5	CCSS.ELA-Literacy.W.11-12.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	7	Drafting a Research Paper	5	Write a Research Paper, Session 5	CCSS.ELA-Literacy.W.11-12.2c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
A	7	Drafting a Research Paper	5	Write a Research Paper, Session 5	CCSS.ELA-Literacy.W.11-12.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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A	7	Drafting a Research Paper	5	Write a Research Paper, Session 5	CCSS.ELA-Literacy.W.11-12.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
A	7	Drafting a Research Paper	5	Write a Research Paper, Session 5	CCSS.ELA-Literacy.W.11-12.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
A	7	Drafting a Research Paper	5	Write a Research Paper, Session 5	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	7	Drafting a Research Paper	5	Write a Research Paper, Session 5	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	7	Drafting a Research Paper	5	Write a Research Paper, Session 5	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
A	7	Drafting a Research Paper	5	Write a Research Paper, Session 5	CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
A	7	Drafting a Research Paper	5	Write a Research Paper, Session 5	CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
A	7	Drafting a Research Paper	5	Write a Research Paper, Session 5	CCSS.ELA-Literacy.W.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
A	7	Drafting a Research Paper	6	Learn About Multimedia Presentations	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
A	7	Drafting a Research Paper	6	Learn About Multimedia Presentations	CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
A	7	Drafting a Research Paper	6	Learn About Multimedia Presentations	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	7	Drafting a Research Paper	6	Learn About Multimedia Presentations	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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A	7	Drafting a Research Paper	7	Plan a Multimedia Presentation	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
A	7	Drafting a Research Paper	7	Plan a Multimedia Presentation	CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
A	7	Drafting a Research Paper	7	Plan a Multimedia Presentation	CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
A	7	Drafting a Research Paper	7	Plan a Multimedia Presentation	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	7	Drafting a Research Paper	7	Plan a Multimedia Presentation	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
A	7	Drafting a Research Paper	8	Create a Multimedia Presentation	CCSS.ELA-Literacy.L.11-12.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
A	7	Drafting a Research Paper	8	Create a Multimedia Presentation	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
A	7	Drafting a Research Paper	8	Create a Multimedia Presentation	CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
A	7	Drafting a Research Paper	8	Create a Multimedia Presentation	CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
A	7	Drafting a Research Paper	8	Create a Multimedia Presentation	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	7	Drafting a Research Paper	8	Create a Multimedia Presentation	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
A	8	Finalizing a Research Paper	1	Revise a Research Paper, Session 1	CCSS.ELA-Literacy.W.11-12.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	8	Finalizing a Research Paper	1	Revise a Research Paper, Session 1	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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A	8	Finalizing a Research Paper	2	Revise a Research Paper, Session 2	CCSS.ELA-Literacy.L.11-12.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions.
A	8	Finalizing a Research Paper	2	Revise a Research Paper, Session 2	CCSS.ELA-Literacy.L.11-12.3a Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
A	8	Finalizing a Research Paper	2	Revise a Research Paper, Session 2	CCSS.ELA-Literacy.W.11-12.2a Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	8	Finalizing a Research Paper	2	Revise a Research Paper, Session 2	CCSS.ELA-Literacy.W.11-12.2b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	8	Finalizing a Research Paper	2	Revise a Research Paper, Session 2	CCSS.ELA-Literacy.W.11-12.2d Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
A	8	Finalizing a Research Paper	2	Revise a Research Paper, Session 2	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	8	Finalizing a Research Paper	2	Revise a Research Paper, Session 2	CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	8	Finalizing a Research Paper	2	Revise a Research Paper, Session 2	CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
A	8	Finalizing a Research Paper	3	Proofreading Your Research Paper	CCSS.ELA-Literacy.L.11-12.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
A	8	Finalizing a Research Paper	3	Proofreading Your Research Paper	CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	8	Finalizing a Research Paper	3	Proofreading Your Research Paper	CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

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A	8	Finalizing a Research Paper	4	Polish and Rehearse Your Presentation	CCSS.ELA-Literacy.L.11-12.3a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
A	8	Finalizing a Research Paper	4	Polish and Rehearse Your Presentation	CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
A	8	Finalizing a Research Paper	4	Polish and Rehearse Your Presentation	CCSS.ELA-Literacy.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	8	Finalizing a Research Paper	5	Deliver a Multimedia Presentation, Session 1	CCSS.ELA-Literacy.SL.11-12.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
A	8	Finalizing a Research Paper	5	Deliver a Multimedia Presentation, Session 1	CCSS.ELA-Literacy.SL.11-12.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
A	8	Finalizing a Research Paper	5	Deliver a Multimedia Presentation, Session 1	CCSS.ELA-Literacy.SL.11-12.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
A	8	Finalizing a Research Paper	5	Deliver a Multimedia Presentation, Session 1	CCSS.ELA-Literacy.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
A	8	Finalizing a Research Paper	5	Deliver a Multimedia Presentation, Session 1	CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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A	8	Finalizing a Research Paper	5	Deliver a Multimedia Presentation, Session 1	CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
A	8	Finalizing a Research Paper	5	Deliver a Multimedia Presentation, Session 1	CCSS.ELA-Literacy.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	8	Finalizing a Research Paper	6	Your Choice	N/A	<p>Students may use this lesson time to do any of the following:</p> <ul style="list-style-type: none"> - Attend a synchronous session if their teacher has one planned. - Complete work in progress or get ahead in their reading. - Review prior lessons in the unit. - Read some of the additional resources that are suggested in their lessons. - Prepare for their state standardized test. - Go on to the next lesson.
A	8	Finalizing a Research Paper	7	Deliver a Multimedia Presentation, Session 2	CCSS.ELA-Literacy.SL.11-12.1a	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
A	8	Finalizing a Research Paper	7	Deliver a Multimedia Presentation, Session 2	CCSS.ELA-Literacy.SL.11-12.1c	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
A	8	Finalizing a Research Paper	7	Deliver a Multimedia Presentation, Session 2	CCSS.ELA-Literacy.SL.11-12.1d	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
A	8	Finalizing a Research Paper	7	Deliver a Multimedia Presentation, Session 2	CCSS.ELA-Literacy.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

A	8	Finalizing a Research Paper	7	Deliver a Multimedia Presentation, Session 2	CCSS.ELA-Literacy.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
A	8	Finalizing a Research Paper	7	Deliver a Multimedia Presentation, Session 2	CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
A	8	Finalizing a Research Paper	7	Deliver a Multimedia Presentation, Session 2	CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
A	8	Finalizing a Research Paper	7	Deliver a Multimedia Presentation, Session 2	CCSS.ELA-Literacy.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
A	9	Hamlet	1	Introduction	CCSS.ELA-Literacy.L.11-12.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
A	9	Hamlet	1	Introduction	CCSS.ELA-Literacy.L.11-12.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
A	9	Hamlet	1	Introduction	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
A	9	Hamlet	1	Introduction	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9	Hamlet	1	Introduction	CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
A	9	Hamlet	1	Introduction	CCSS.ELA-Literacy.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
A	9	Hamlet	1	Introduction	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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A	9	Hamlet	1	Introduction	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9	Hamlet	1	Introduction	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9	Hamlet	1	Introduction	CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
A	9	Hamlet	1	Introduction	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9	Hamlet	2	Act 1, Session 1	CCSS.ELA-Literacy.L.11-12.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
A	9	Hamlet	2	Act 1, Session 1	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	9	Hamlet	2	Act 1, Session 1	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9	Hamlet	2	Act 1, Session 1	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9	Hamlet	2	Act 1, Session 1	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
A	9	Hamlet	2	Act 1, Session 1	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	9	Hamlet	2	Act 1, Session 1	CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
A	9	Hamlet	2	Act 1, Session 1	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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A	9	Hamlet	3	Act 1, Session 1	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	9	Hamlet	3	Act 1, Session 2	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9	Hamlet	3	Act 1, Session 2	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9	Hamlet	3	Act 1, Session 2	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
A	9	Hamlet	3	Act 1, Session 2	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	9	Hamlet	3	Act 1, Session 2	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
A	9	Hamlet	3	Act 1, Session 2	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9	Hamlet	4	Act 2	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9	Hamlet	4	Act 2	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9	Hamlet	4	Act 2	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	9	Hamlet	4	Act 2	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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A	9	Hamlet	5	Act 3, Session 1	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	9	Hamlet	5	Act 3, Session 1	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9	Hamlet	5	Act 3, Session 1	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9	Hamlet	5	Act 3, Session 1	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	9	Hamlet	5	Act 3, Session 1	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9	Hamlet	6	Discuss: Act 3, Session 2	CCSS.ELA-Literacy.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
A	9	Hamlet	6	Discuss: Act 3, Session 2	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	9	Hamlet	6	Discuss: Act 3, Session 2	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9	Hamlet	6	Discuss: Act 3, Session 2	CCSS.ELA-Literacy.SL.11-12.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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A	9	Hamlet	6	Discuss: Act 3, Session 2	<p>CCSS.ELA-Literacy.SL.11-12.1c</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
A	9	Hamlet	6	Discuss: Act 3, Session 2	<p>CCSS.ELA-Literacy.SL.11-12.1d</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
A	9	Hamlet	7	Your Choice	<p>N/A</p> <p>Students may use this lesson time to do any of the following:</p> <ul style="list-style-type: none"> - Attend a synchronous session if their teacher has one planned. - Complete work in progress or get ahead in their reading. - Review prior lessons in the unit. - Read some of the additional resources that are suggested in their lessons. - Prepare for their state standardized test. - Go on to the next lesson.
A	9	Hamlet	8	Act 3, Session 3	<p>CCSS.ELA-Literacy.RL.11-12.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
A	9	Hamlet	8	Act 3, Session 3	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
A	9	Hamlet	8	Act 3, Session 3	<p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
A	9	Hamlet	8	Act 3, Session 3	<p>CCSS.ELA-Literacy.RL.11-12.3</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>

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A	9	Hamlet	8	Act 3, Session 3	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	9	Hamlet	8	Act 3, Session 3	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9	Hamlet	9	Act 4, Session 1	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	9	Hamlet	9	Act 4, Session 1	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9	Hamlet	9	Act 4, Session 1	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9	Hamlet	9	Act 4, Session 1	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
A	9	Hamlet	9	Act 4, Session 1	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	9	Hamlet	9	Act 4, Session 1	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9	Hamlet	10	Act 4, Session 2	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9	Hamlet	10	Act 4, Session 2	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9	Hamlet	10	Act 4, Session 2	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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A	9	Hamlet	10	Act 4, Session 2 CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	9	Hamlet	10	Act 4, Session 2 CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9	Hamlet	11	Director's Notes CCSS.ELA-Literacy.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
A	9	Hamlet	12	Your Choice N/A Students may use this lesson time to do any of the following: - Attend a synchronous session if their teacher has one planned. - Complete work in progress or get ahead in their reading. - Review prior lessons in the unit. -Read some of the additional resources that are suggested in their lessons. - Prepare for their state standardized test. -Go on to the next lesson.
A	9	Hamlet	13	Act 4, Session 3 CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9	Hamlet	13	Act 4, Session 3 CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9	Hamlet	13	Act 4, Session 3 CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	9	Hamlet	13	Act 4, Session 3 CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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A	9	Hamlet	14	Act 4, Session 4	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9	Hamlet	14	Act 4, Session 4	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9	Hamlet	14	Act 4, Session 4	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9	Hamlet	15	Act 5, Session 1	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9	Hamlet	15	Act 5, Session 1	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9	Hamlet	15	Act 5, Session 1	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
A	9	Hamlet	15	Act 5, Session 1	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	9	Hamlet	15	Act 5, Session 1	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
A	9	Hamlet	15	Act 5, Session 1	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9	Hamlet	16	Act 5, Session 2	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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A	9	Hamlet	16	Act 5, Session 2	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9	Hamlet	16	Act 5, Session 2	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9	Hamlet	16	Act 5, Session 2	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
A	9	Hamlet	16	Act 5, Session 2	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
A	9	Hamlet	16	Act 5, Session 2	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
A	9	Hamlet	17	Unit Review	CCSS.ELA-Literacy.L.11-12.3a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
A	9	Hamlet	17	Unit Review	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
A	9	Hamlet	17	Unit Review	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
A	9	Hamlet	17	Unit Review	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
A	9	Hamlet	17	Unit Review	CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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A	9	Hamlet	17	Unit Review	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
A	9	Hamlet	17	Unit Review	CCSS.ELA-Literacy.W.11-12.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
A	9	Hamlet	17	Unit Review	CCSS.ELA-Literacy.W.11-12.2c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
A	9	Hamlet	17	Unit Review	CCSS.ELA-Literacy.W.11-12.2d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
A	9	Hamlet	17	Unit Review	CCSS.ELA-Literacy.W.11-12.2e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
A	9	Hamlet	17	Unit Review	CCSS.ELA-Literacy.W.11-12.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
A	9	Hamlet	17	Unit Review	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A	9	Hamlet	17	Unit Review	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
A	9	Hamlet	17	Unit Review	CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

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A	9	Hamlet	17	Unit Review	CCSS.ELA-Literacy.W.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
A	9	Hamlet	18	Hamlet Unit Test	Multiple	All assessed standards covered in this unit
A	10	Semester Review and Test	1	Your Choice	N/A	Students may use this lesson time to do any of the following: - Attend a synchronous session if their teacher has one planned. - Complete work in progress or get ahead in their reading. - Review prior lessons in the unit. -Read some of the additional resources that are suggested in their lessons. - Prepare for their state standardized test. -Go on to the next lesson.
A	10	Semester Review and Test	2	Your Choice	N/A	Students may use this lesson time to do any of the following: - Attend a synchronous session if their teacher has one planned. - Complete work in progress or get ahead in their reading. - Review prior lessons in the unit. -Read some of the additional resources that are suggested in their lessons. - Prepare for their state standardized test. -Go on to the next lesson.
A	10	Semester Review and Test	3	Semester Review, Session 1	Multiple	All assessed standards covered by this point in the course
A	10	Semester Review and Test	4	Semester Review, Session 2	Multiple	All assessed standards covered by this point in the course
A	10	Semester Review and Test	5	Semester Test	Multiple	All assessed standards covered by this point in the course
B	1	Romantic Poetry	1	British and World Literature - Course Introduction	N/A	Students are introduced to the course. They will learn about its content, structure, and organization. They will also learn about course requirements and expectations. By the conclusion of this lesson, students should have a clear idea of what this English course will ask them to read, learn, and do.
B	1	Romantic Poetry	2	Introduction to Romanticism	CCSS.ELA-Literacy.L.11-12.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

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B	1	Romantic Poetry	2	Introduction to Romanticism	CCSS.ELA-Literacy.L.11-12.3a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
B	1	Romantic Poetry	2	Introduction to Romanticism	CCSS.ELA-Literacy.L.11-12.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
B	1	Romantic Poetry	2	Introduction to Romanticism	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	1	Romantic Poetry	2	Introduction to Romanticism	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
B	1	Romantic Poetry	2	Introduction to Romanticism	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Romantic Poetry	2	Introduction to Romanticism	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	1	Romantic Poetry	2	Introduction to Romanticism	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	1	Romantic Poetry	2	Introduction to Romanticism	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	1	Romantic Poetry	3	Read Two Poems by William Wordsworth	CCSS.ELA-Literacy.L.11-12.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

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B	1	Romantic Poetry	3	Read Two Poems by William Wordsworth CCSS.ELA-Literacy.L.11-12.3a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
B	1	Romantic Poetry	3	Read Two Poems by William Wordsworth CCSS.ELA-Literacy.L.11-12.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
B	1	Romantic Poetry	3	Read Two Poems by William Wordsworth CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	1	Romantic Poetry	3	Read Two Poems by William Wordsworth CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
B	1	Romantic Poetry	3	Read Two Poems by William Wordsworth CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	1	Romantic Poetry	3	Read Two Poems by William Wordsworth CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Romantic Poetry	3	Read Two Poems by William Wordsworth CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	1	Romantic Poetry	3	Read Two Poems by William Wordsworth CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	1	Romantic Poetry	4	Analyze "Lines Written in Early Spring" by William Wordsworth CCSS.ELA-Literacy.L.11-12.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

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B	1	Romantic Poetry	4	Analyze "Lines Written in Early Spring" by William Wordsworth CCSS.ELA-Literacy.L.11-12.3a Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
B	1	Romantic Poetry	4	Analyze "Lines Written in Early Spring" by William Wordsworth CCSS.ELA-Literacy.L.11-12.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
B	1	Romantic Poetry	4	Analyze "Lines Written in Early Spring" by William Wordsworth CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	1	Romantic Poetry	4	Analyze "Lines Written in Early Spring" by William Wordsworth CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Romantic Poetry	4	Analyze "Lines Written in Early Spring" by William Wordsworth CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	1	Romantic Poetry	4	Analyze "Lines Written in Early Spring" by William Wordsworth CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	1	Romantic Poetry	5	Read "Kubla Khan" CCSS.ELA-Literacy.L.11-12.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
B	1	Romantic Poetry	5	Read "Kubla Khan" CCSS.ELA-Literacy.L.11-12.3a Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

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B	1	Romantic Poetry	5	Read "Kubla Khan"	CCSS.ELA-Literacy.L.11-12.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
B	1	Romantic Poetry	5	Read "Kubla Khan"	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
B	1	Romantic Poetry	5	Read "Kubla Khan"	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Romantic Poetry	5	Read "Kubla Khan"	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	1	Romantic Poetry	5	Read "Kubla Khan"	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	1	Romantic Poetry	6	Analyze "Kubla Khan"	CCSS.ELA-Literacy.L.11-12.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
B	1	Romantic Poetry	6	Analyze "Kubla Khan"	CCSS.ELA-Literacy.L.11-12.3a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
B	1	Romantic Poetry	6	Analyze "Kubla Khan"	CCSS.ELA-Literacy.L.11-12.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

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B	1	Romantic Poetry	6	Analyze "Kubla Khan"	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Romantic Poetry	6	Analyze "Kubla Khan"	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	1	Romantic Poetry	6	Analyze "Kubla Khan"	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	1	Romantic Poetry	7	Read Poems by Lord Byron	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	1	Romantic Poetry	7	Read Poems by Lord Byron	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
B	1	Romantic Poetry	8	Analyze Poems by Lord Byron	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
B	1	Romantic Poetry	8	Analyze Poems by Lord Byron	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Romantic Poetry	8	Analyze Poems by Lord Byron	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	1	Romantic Poetry	8	Analyze Poems by Lord Byron	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	1	Romantic Poetry	8	Analyze Poems by Lord Byron	CCSS.ELA-Literacy.L.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	1	Romantic Poetry	9	Read "Ode to the West Wind"	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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B	1	Romantic Poetry	9	Read "Ode to the West Wind"	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
B	1	Romantic Poetry	9	Read "Ode to the West Wind"	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	1	Romantic Poetry	9	Read "Ode to the West Wind"	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	1	Romantic Poetry	10	Analyze "Ode to the West Wind"	CCSS.ELA-Literacy.L.11-12.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B	1	Romantic Poetry	10	Analyze "Ode to the West Wind"	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	1	Romantic Poetry	10	Analyze "Ode to the West Wind"	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Romantic Poetry	10	Analyze "Ode to the West Wind"	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	1	Romantic Poetry	10	Analyze "Ode to the West Wind"	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	1	Romantic Poetry	11	Read Two Poems by John Keats	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
B	1	Romantic Poetry	11	Read Two Poems by John Keats	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Romantic Poetry	12	Analyze Two Poems by John Keats	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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B	1	Romantic Poetry	12	Analyze Two Poems by John Keats CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	1	Romantic Poetry	12	Analyze Two Poems by John Keats CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Romantic Poetry	12	Analyze Two Poems by John Keats CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	1	Romantic Poetry	12	Analyze Two Poems by John Keats CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	1	Romantic Poetry	12	Analyze Two Poems by John Keats CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
B	1	Romantic Poetry	13	Discuss: In Praise of Imagination CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	1	Romantic Poetry	13	Discuss: In Praise of Imagination CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	1	Romantic Poetry	13	Discuss: In Praise of Imagination CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	1	Romantic Poetry	14	Assignment: Profile CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	1	Romantic Poetry	14	Assignment: Profile CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	2	Critical Skills Practice 3	1	Introduction CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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B	2	Critical Skills Practice 3	2	Reading Skills - Comprehension and Analysis CCSS.ELA-Literacy.L.11-12.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
B	2	Critical Skills Practice 3	2	Reading Skills - Comprehension and Analysis CCSS.ELA-Literacy.L.11-12.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	2	Critical Skills Practice 3	2	Reading Skills - Comprehension and Analysis CCSS.ELA-Literacy.L.11-12.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
B	2	Critical Skills Practice 3	2	Reading Skills - Comprehension and Analysis CCSS.ELA-Literacy.L.11-12.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B	2	Critical Skills Practice 3	2	Reading Skills - Comprehension and Analysis CCSS.ELA-Literacy.L.11-12.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
B	2	Critical Skills Practice 3	2	Reading Skills - Comprehension and Analysis CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	2	Critical Skills Practice 3	2	Reading Skills - Comprehension and Analysis CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	2	Critical Skills Practice 3	2	Reading Skills - Comprehension and Analysis CCSS.ELA-Literacy.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
B	2	Critical Skills Practice 3	2	Reading Skills - Comprehension and Analysis CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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B	2	Critical Skills Practice 3	2	<p>Reading Skills - Comprehension and Analysis</p> <p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	2	Critical Skills Practice 3	2	<p>Reading Skills - Comprehension and Analysis</p> <p>CCSS.ELA-Literacy.RL.11-12.4</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>
B	2	Critical Skills Practice 3	3	<p>Reading Skills - Vocabulary Analysis</p> <p>CCSS.ELA-Literacy.L.11-12.4a</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
B	2	Critical Skills Practice 3	3	<p>Reading Skills - Vocabulary Analysis</p> <p>CCSS.ELA-Literacy.L.11-12.4b</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies.</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>
B	2	Critical Skills Practice 3	3	<p>Reading Skills - Vocabulary Analysis</p> <p>CCSS.ELA-Literacy.L.11-12.4d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
B	2	Critical Skills Practice 3	3	<p>Reading Skills - Vocabulary Analysis</p> <p>CCSS.ELA-Literacy.L.11-12.5a</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>
B	2	Critical Skills Practice 3	3	<p>Reading Skills - Vocabulary Analysis</p> <p>CCSS.ELA-Literacy.L.11-12.5b</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Analyze nuances in the meaning of words with similar denotations.</p>
B	2	Critical Skills Practice 3	3	<p>Reading Skills - Vocabulary Analysis</p> <p>CCSS.ELA-Literacy.L.11-12.6</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
B	2	Critical Skills Practice 3	3	<p>Reading Skills - Vocabulary Analysis</p> <p>CCSS.ELA-Literacy.RI.11-12.10</p> <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>

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B	2	Critical Skills Practice 3	3	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
B	2	Critical Skills Practice 3	3	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	2	Critical Skills Practice 3	3	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	2	Critical Skills Practice 3	4	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
B	2	Critical Skills Practice 3	4	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions.
B	2	Critical Skills Practice 3	4	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
B	2	Critical Skills Practice 3	4	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B	2	Critical Skills Practice 3	4	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.5b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
B	2	Critical Skills Practice 3	4	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
B	2	Critical Skills Practice 3	4	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
B	2	Critical Skills Practice 3	4	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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B	2	Critical Skills Practice 3	4	Writing Skills - Responding to a Prompt, Improving Writing	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	2	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
B	2	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	2	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B	2	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
B	2	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.1e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	2	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	2	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	2	Critical Skills Practice 3	5	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	2	Critical Skills Practice 3	6	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	2	Critical Skills Practice 3	6	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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B	2	Critical Skills Practice 3	6	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
B	2	Critical Skills Practice 3	6	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.1e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	2	Critical Skills Practice 3	6	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	2	Critical Skills Practice 3	6	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	2	Critical Skills Practice 3	6	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	2	Critical Skills Practice 3	7	Your Choice	N/A	Students may use this lesson time to do any of the following: - Attend a synchronous session if their teacher has one planned. - Complete work in progress or get ahead in their reading. - Review prior lessons in the unit. -Read some of the additional resources that are suggested in their lessons. - Prepare for their state standardized test. -Go on to the next lesson.
B	2	Critical Skills Practice 3	8	Unit Test	Multiple	All assessed standards covered in this unit
B	3.1	Novel Choice I - Hard Times	1	Hard Times, Session 1	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	3.1	Novel Choice I - Hard Times	1	Hard Times, Session 1	CCSS.ELA-Literacy.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
B	3.1	Novel Choice I - Hard Times	1	Hard Times, Session 1	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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B	3.1	Novel Choice I - Hard Times	1	Hard Times, Session 1	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	3.1	Novel Choice I - Hard Times	1	Hard Times, Session 1	<p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
B	3.1	Novel Choice I - Hard Times	1	Hard Times, Session 1	<p>CCSS.ELA-Literacy.RL.11-12.5</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>
B	3.1	Novel Choice I - Hard Times	1	Hard Times, Session 1	<p>CCSS.ELA-Literacy.RL.11-12.6</p> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>
B	3.1	Novel Choice I - Hard Times	2	Hard Times, Session 2	<p>CCSS.ELA-Literacy.L.11-12.6</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
B	3.1	Novel Choice I - Hard Times	2	Hard Times, Session 2	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	3.1	Novel Choice I - Hard Times	2	Hard Times, Session 2	<p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
B	3.1	Novel Choice I - Hard Times	2	Hard Times, Session 2	<p>CCSS.ELA-Literacy.RL.11-12.5</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>
B	3.1	Novel Choice I - Hard Times	2	Hard Times, Session 2	<p>CCSS.ELA-Literacy.RL.11-12.6</p> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>
B	3.1	Novel Choice I - Hard Times	3	Hard Times, Session 3	<p>CCSS.ELA-Literacy.L.11-12.6</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

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B	3.1	Novel Choice I - Hard Times	3	Hard Times, Session 3	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	3.1	Novel Choice I - Hard Times	3	Hard Times, Session 3	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	3.1	Novel Choice I - Hard Times	3	Hard Times, Session 3	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	3.1	Novel Choice I - Hard Times	3	Hard Times, Session 3	CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
B	3.1	Novel Choice I - Hard Times	4	Hard Times, Session 4	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	3.1	Novel Choice I - Hard Times	4	Hard Times, Session 4	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	3.1	Novel Choice I - Hard Times	4	Hard Times, Session 4	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	3.1	Novel Choice I - Hard Times	4	Hard Times, Session 4	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	3.1	Novel Choice I - Hard Times	4	Hard Times, Session 4	CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
B	3.1	Novel Choice I - Hard Times	5	Hard Times, Session 5, Discuss	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	3.1	Novel Choice I - Hard Times	5	Hard Times, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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B	3.1	Novel Choice I - Hard Times	5	Hard Times, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	3.1	Novel Choice I - Hard Times	5	Hard Times, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	3.1	Novel Choice I - Hard Times	5	Hard Times, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	3.1	Novel Choice I - Hard Times	5	Hard Times, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
B	3.1	Novel Choice I - Hard Times	5	Hard Times, Session 5, Discuss	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	3.1	Novel Choice I - Hard Times	6	Hard Times, Session 6	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	3.1	Novel Choice I - Hard Times	6	Hard Times, Session 6	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	3.1	Novel Choice I - Hard Times	6	Hard Times, Session 6	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	3.1	Novel Choice I - Hard Times	7	Hard Times, Session 7	CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	3.1	Novel Choice I - Hard Times	7	Hard Times, Session 7	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	3.1	Novel Choice I - Hard Times	7	Hard Times, Session 7	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	3.1	Novel Choice I - Hard Times	7	Hard Times, Session 7	CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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B	3.1	Novel Choice I - Hard Times	7	Hard Times, Session 7	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	3.1	Novel Choice I - Hard Times	7	Hard Times, Session 7	CCSS.ELA-Literacy.W.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
B	3.1	Novel Choice I - Hard Times	8	Your Choice	N/A	Students may use this lesson time to do any of the following: - Attend a synchronous session if their teacher has one planned. - Complete work in progress or get ahead in their reading. - Review prior lessons in the unit. -Read some of the additional resources that are suggested in their lessons. - Prepare for their state standardized test. -Go on to the next lesson.
B	3.1	Novel Choice I - Hard Times	9	Unit Review	CCSS.ELA-Literacy.L.11-12.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
B	3.1	Novel Choice I - Hard Times	9	Unit Review	CCSS.ELA-Literacy.L.11-12.3a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
B	3.1	Novel Choice I - Hard Times	9	Unit Review	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	3.1	Novel Choice I - Hard Times	9	Unit Review	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	3.1	Novel Choice I - Hard Times	9	Unit Review	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	3.1	Novel Choice I - Hard Times	10	Unit Test	Multiple	All assessed standards covered in this unit
B	3.2	Novel Choice I - Pride and Prejudice	1	Pride and Prejudice, Session 1	CCSS.ELA-Literacy.L.11-12.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.

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B	3.2	Novel Choice I - Pride and Prejudice	1	Pride and Prejudice, Session 1	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	3.2	Novel Choice I - Pride and Prejudice	1	Pride and Prejudice, Session 1	CCSS.ELA-Literacy.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
B	3.2	Novel Choice I - Pride and Prejudice	1	Pride and Prejudice, Session 1	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
B	3.2	Novel Choice I - Pride and Prejudice	1	Pride and Prejudice, Session 1	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	3.2	Novel Choice I - Pride and Prejudice	1	Pride and Prejudice, Session 1	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	3.2	Novel Choice I - Pride and Prejudice	1	Pride and Prejudice, Session 1	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	3.2	Novel Choice I - Pride and Prejudice	1	Pride and Prejudice, Session 1	CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
B	3.2	Novel Choice I - Pride and Prejudice	1	Pride and Prejudice, Session 1	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	3.2	Novel Choice I - Pride and Prejudice	1	Pride and Prejudice, Session 1	CCSS.ELA-Literacy.W.11-12.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B	3.2	Novel Choice I - Pride and Prejudice	1	Pride and Prejudice, Session 1	CCSS.ELA-Literacy.W.11-12.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
B	3.2	Novel Choice I - Pride and Prejudice	1	Pride and Prejudice, Session 1	CCSS.ELA-Literacy.W.11-12.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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B	3.2	Novel Choice I - Pride and Prejudice	1	Pride and Prejudice, Session 1	CCSS.ELA-Literacy.W.11-12.1d Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
B	3.2	Novel Choice I - Pride and Prejudice	1	Pride and Prejudice, Session 1	CCSS.ELA-Literacy.W.11-12.1e Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	3.2	Novel Choice I - Pride and Prejudice	1	Pride and Prejudice, Session 1	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	3.2	Novel Choice I - Pride and Prejudice	1	Pride and Prejudice, Session 1	CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	3.2	Novel Choice I - Pride and Prejudice	1	Pride and Prejudice, Session 1	CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	3.2	Novel Choice I - Pride and Prejudice	2	Pride and Prejudice, Session 2	CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	3.2	Novel Choice I - Pride and Prejudice	2	Pride and Prejudice, Session 2	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	3.2	Novel Choice I - Pride and Prejudice	2	Pride and Prejudice, Session 2	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	3.2	Novel Choice I - Pride and Prejudice	2	Pride and Prejudice, Session 2	CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	3.2	Novel Choice I - Pride and Prejudice	2	Pride and Prejudice, Session 2	CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
B	3.2	Novel Choice I - Pride and Prejudice	2	Pride and Prejudice, Session 2	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	3.2	Novel Choice I - Pride and Prejudice	2	Pride and Prejudice, Session 2	CCSS.ELA-Literacy.W.11-12.1a Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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B	3.2	Novel Choice I - Pride and Prejudice	2	Pride and Prejudice, Session 2	CCSS.ELA-Literacy.W.11-12.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
B	3.2	Novel Choice I - Pride and Prejudice	2	Pride and Prejudice, Session 2	CCSS.ELA-Literacy.W.11-12.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
B	3.2	Novel Choice I - Pride and Prejudice	2	Pride and Prejudice, Session 2	CCSS.ELA-Literacy.W.11-12.1d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
B	3.2	Novel Choice I - Pride and Prejudice	2	Pride and Prejudice, Session 2	CCSS.ELA-Literacy.W.11-12.1e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	3.2	Novel Choice I - Pride and Prejudice	2	Pride and Prejudice, Session 2	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	3.2	Novel Choice I - Pride and Prejudice	3	Pride and Prejudice, Session 3	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	3.2	Novel Choice I - Pride and Prejudice	3	Pride and Prejudice, Session 3	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	3.2	Novel Choice I - Pride and Prejudice	3	Pride and Prejudice, Session 3	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	3.2	Novel Choice I - Pride and Prejudice	3	Pride and Prejudice, Session 3	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	3.2	Novel Choice I - Pride and Prejudice	3	Pride and Prejudice, Session 3	CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
B	3.2	Novel Choice I - Pride and Prejudice	3	Pride and Prejudice, Session 3	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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B	3.2	Novel Choice I - Pride and Prejudice	3	Pride and Prejudice, Session 3	CCSS.ELA-Literacy.W.11-12.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B	3.2	Novel Choice I - Pride and Prejudice	3	Pride and Prejudice, Session 3	CCSS.ELA-Literacy.W.11-12.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
B	3.2	Novel Choice I - Pride and Prejudice	3	Pride and Prejudice, Session 3	CCSS.ELA-Literacy.W.11-12.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
B	3.2	Novel Choice I - Pride and Prejudice	3	Pride and Prejudice, Session 3	CCSS.ELA-Literacy.W.11-12.1d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
B	3.2	Novel Choice I - Pride and Prejudice	3	Pride and Prejudice, Session 3	CCSS.ELA-Literacy.W.11-12.1e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	3.2	Novel Choice I - Pride and Prejudice	3	Pride and Prejudice, Session 3	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	3.2	Novel Choice I - Pride and Prejudice	4	Pride and Prejudice, Session 4	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	3.2	Novel Choice I - Pride and Prejudice	4	Pride and Prejudice, Session 4	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	3.2	Novel Choice I - Pride and Prejudice	4	Pride and Prejudice, Session 4	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	3.2	Novel Choice I - Pride and Prejudice	4	Pride and Prejudice, Session 4	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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B	3.2	Novel Choice I - Pride and Prejudice	4	Pride and Prejudice, Session 4	CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
B	3.2	Novel Choice I - Pride and Prejudice	4	Pride and Prejudice, Session 4	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	3.2	Novel Choice I - Pride and Prejudice	4	Pride and Prejudice, Session 4	CCSS.ELA-Literacy.W.11-12.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B	3.2	Novel Choice I - Pride and Prejudice	4	Pride and Prejudice, Session 4	CCSS.ELA-Literacy.W.11-12.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
B	3.2	Novel Choice I - Pride and Prejudice	4	Pride and Prejudice, Session 4	CCSS.ELA-Literacy.W.11-12.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
B	3.2	Novel Choice I - Pride and Prejudice	4	Pride and Prejudice, Session 4	CCSS.ELA-Literacy.W.11-12.1d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
B	3.2	Novel Choice I - Pride and Prejudice	4	Pride and Prejudice, Session 4	CCSS.ELA-Literacy.W.11-12.1e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	3.2	Novel Choice I - Pride and Prejudice	4	Pride and Prejudice, Session 4	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	3.2	Novel Choice I - Pride and Prejudice	5	Pride and Prejudice, Session 5, Discuss	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	3.2	Novel Choice I - Pride and Prejudice	5	Pride and Prejudice, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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B	3.2	Novel Choice I - Pride and Prejudice	5	Pride and Prejudice, Session 5, Discuss	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	3.2	Novel Choice I - Pride and Prejudice	5	Pride and Prejudice, Session 5, Discuss	<p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
B	3.2	Novel Choice I - Pride and Prejudice	5	Pride and Prejudice, Session 5, Discuss	<p>CCSS.ELA-Literacy.RL.11-12.5</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>
B	3.2	Novel Choice I - Pride and Prejudice	5	Pride and Prejudice, Session 5, Discuss	<p>CCSS.ELA-Literacy.RL.11-12.6</p> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>
B	3.2	Novel Choice I - Pride and Prejudice	5	Pride and Prejudice, Session 5, Discuss	<p>CCSS.ELA-Literacy.W.11-12.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
B	3.2	Novel Choice I - Pride and Prejudice	5	Pride and Prejudice, Session 5, Discuss	<p>CCSS.ELA-Literacy.W.11-12.1a</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>
B	3.2	Novel Choice I - Pride and Prejudice	5	Pride and Prejudice, Session 5, Discuss	<p>CCSS.ELA-Literacy.W.11-12.1b</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>
B	3.2	Novel Choice I - Pride and Prejudice	5	Pride and Prejudice, Session 5, Discuss	<p>CCSS.ELA-Literacy.W.11-12.1c</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
B	3.2	Novel Choice I - Pride and Prejudice	5	Pride and Prejudice, Session 5, Discuss	<p>CCSS.ELA-Literacy.W.11-12.1d</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
B	3.2	Novel Choice I - Pride and Prejudice	5	Pride and Prejudice, Session 5, Discuss	<p>CCSS.ELA-Literacy.W.11-12.1e</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>

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B	3.2	Novel Choice I - Pride and Prejudice	5	Pride and Prejudice, Session 6	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	3.2	Novel Choice I - Pride and Prejudice	6	Pride and Prejudice, Session 6	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	3.2	Novel Choice I - Pride and Prejudice	6	Pride and Prejudice, Session 6	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	3.2	Novel Choice I - Pride and Prejudice	6	Pride and Prejudice, Session 6	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	3.2	Novel Choice I - Pride and Prejudice	6	Pride and Prejudice, Session 6	CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
B	3.2	Novel Choice I - Pride and Prejudice	6	Pride and Prejudice, Session 6	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	3.2	Novel Choice I - Pride and Prejudice	6	Pride and Prejudice, Session 6	CCSS.ELA-Literacy.W.11-12.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B	3.2	Novel Choice I - Pride and Prejudice	6	Pride and Prejudice, Session 6	CCSS.ELA-Literacy.W.11-12.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
B	3.2	Novel Choice I - Pride and Prejudice	6	Pride and Prejudice, Session 6	CCSS.ELA-Literacy.W.11-12.1c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
B	3.2	Novel Choice I - Pride and Prejudice	6	Pride and Prejudice, Session 6	CCSS.ELA-Literacy.W.11-12.1d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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B	3.2	Novel Choice I - Pride and Prejudice	6	Pride and Prejudice, Session 6	CCSS.ELA-Literacy.W.11-12.1e Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	3.2	Novel Choice I - Pride and Prejudice	6	Pride and Prejudice, Session 6	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	3.2	Novel Choice I - Pride and Prejudice	7	Pride and Prejudice, Session 7	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	3.2	Novel Choice I - Pride and Prejudice	7	Pride and Prejudice, Session 7	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	3.2	Novel Choice I - Pride and Prejudice	7	Pride and Prejudice, Session 7	CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
B	3.2	Novel Choice I - Pride and Prejudice	7	Pride and Prejudice, Session 7	CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
B	3.2	Novel Choice I - Pride and Prejudice	7	Pride and Prejudice, Session 7	CCSS.ELA-Literacy.W.11-12.2a Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B	3.2	Novel Choice I - Pride and Prejudice	7	Pride and Prejudice, Session 7	CCSS.ELA-Literacy.W.11-12.2b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
B	3.2	Novel Choice I - Pride and Prejudice	7	Pride and Prejudice, Session 7	CCSS.ELA-Literacy.W.11-12.2f Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
B	3.2	Novel Choice I - Pride and Prejudice	7	Pride and Prejudice, Session 7	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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B	3.2	Novel Choice I - Pride and Prejudice	7	Pride and Prejudice, Session 7	CCSS.ELA-Literacy.W.11-12.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
B	3.2	Novel Choice I - Pride and Prejudice	8	Your Choice	N/A	Students may use this lesson time to do any of the following: - Attend a synchronous session if their teacher has one planned. - Complete work in progress or get ahead in their reading. - Review prior lessons in the unit. -Read some of the additional resources that are suggested in their lessons. - Prepare for their state standardized test. -Go on to the next lesson.
B	3.2	Novel Choice I - Pride and Prejudice	9	Unit Review	CCSS.ELA-Literacy.L.11-12.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
B	3.2	Novel Choice I - Pride and Prejudice	9	Unit Review	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	3.2	Novel Choice I - Pride and Prejudice	9	Unit Review	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	3.2	Novel Choice I - Pride and Prejudice	10	Unit Test	Multiple	All assessed standards covered in this unit
B	4	The Modern Age	1	Introduction to the Modern Age	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	4	The Modern Age	1	Introduction to the Modern Age	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
B	4	The Modern Age	1	Introduction to the Modern Age	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	4	The Modern Age	1	Introduction to the Modern Age	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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B	4	The Modern Age	1	Introduction to the Modern Age	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	4	The Modern Age	2	Read Two Poems by W.B. Yeats	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	4	The Modern Age	2	Read Two Poems by W.B. Yeats	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	4	The Modern Age	3	Analyze Two Poems by W.B. Yeats	CCSS.ELA-Literacy.L.11-12.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	4	The Modern Age	3	Analyze Two Poems by W.B. Yeats	CCSS.ELA-Literacy.L.11-12.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B	4	The Modern Age	3	Analyze Two Poems by W.B. Yeats	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	4	The Modern Age	3	Analyze Two Poems by W.B. Yeats	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	4	The Modern Age	4	Read "The Love Song of J. Alfred Prufrock"	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	4	The Modern Age	4	Read "The Love Song of J. Alfred Prufrock"	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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B	4	The Modern Age	5	Analyze "The Love Song of J. Alfred Prufrock," Session 1	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	4	The Modern Age	5	Analyze "The Love Song of J. Alfred Prufrock," Session 1	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	4	The Modern Age	6	Analyze "The Love Song of J. Alfred Prufrock," Session 2	CCSS.ELA-Literacy.L.11-12.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	4	The Modern Age	6	Analyze "The Love Song of J. Alfred Prufrock," Session 2	CCSS.ELA-Literacy.L.11-12.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B	4	The Modern Age	6	Analyze "The Love Song of J. Alfred Prufrock," Session 2	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	4	The Modern Age	6	Analyze "The Love Song of J. Alfred Prufrock," Session 2	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	4	The Modern Age	6	Analyze "The Love Song of J. Alfred Prufrock," Session 2	CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	4	The Modern Age	7	Discuss: The Modern Hero	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	4	The Modern Age	7	Discuss: The Modern Hero	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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B	4	The Modern Age	7	Discuss: The Modern Hero	CCSS.ELA-Literacy.SL.11-12.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B	4	The Modern Age	7	Discuss: The Modern Hero	CCSS.ELA-Literacy.SL.11-12.1b Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
B	4	The Modern Age	7	Discuss: The Modern Hero	CCSS.ELA-Literacy.SL.11-12.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
B	4	The Modern Age	7	Discuss: The Modern Hero	CCSS.ELA-Literacy.SL.11-12.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
B	4	The Modern Age	7	Discuss: The Modern Hero	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	4	The Modern Age	8	Your Choice	N/A Students may use this lesson time to do any of the following: - Attend a synchronous session if their teacher has one planned. - Complete work in progress or get ahead in their reading. - Review prior lessons in the unit. - Read some of the additional resources that are suggested in their lessons. - Prepare for their state standardized test. - Go on to the next lesson.

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B	4	The Modern Age	9	Read "Do Not Go Gentle into That Good Night"	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
B	4	The Modern Age	9	Read "Do Not Go Gentle into That Good Night"	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	4	The Modern Age	9	Read "Do Not Go Gentle into That Good Night"	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	4	The Modern Age	10	Analyze "Do Not Go Gentle into That Good Night"	CCSS.ELA-Literacy.L.11-12.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	4	The Modern Age	10	Analyze "Do Not Go Gentle into That Good Night"	CCSS.ELA-Literacy.L.11-12.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B	4	The Modern Age	10	Analyze "Do Not Go Gentle into That Good Night"	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	4	The Modern Age	10	Analyze "Do Not Go Gentle into That Good Night"	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	4	The Modern Age	10	Analyze "Do Not Go Gentle into That Good Night"	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	4	The Modern Age	11	Read "Eveline"	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
B	4	The Modern Age	11	Read "Eveline"	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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B	4	The Modern Age	11	Read "Eveline"	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	4	The Modern Age	11	Read "Eveline"	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	4	The Modern Age	11	Read "Eveline"	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	4	The Modern Age	11	Read "Eveline"	CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	4	The Modern Age	12	Analyze "Eveline"	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	4	The Modern Age	12	Analyze "Eveline"	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	4	The Modern Age	12	Analyze "Eveline"	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	4	The Modern Age	12	Analyze "Eveline"	CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	4	The Modern Age	13	Your Choice	N/A Students may use this lesson time to do any of the following: - Attend a synchronous session if their teacher has one planned. - Complete work in progress or get ahead in their reading. - Review prior lessons in the unit. -Read some of the additional resources that are suggested in their lessons. - Prepare for their state standardized test. -Go on to the next lesson.

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B	4	The Modern Age	14	Creative Project, Session 1	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	4	The Modern Age	14	Creative Project, Session 1	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	4	The Modern Age	15	Creative Project, Session 2	CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
B	4	The Modern Age	15	Creative Project, Session 2	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	4	The Modern Age	15	Creative Project, Session 2	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	4	The Modern Age	16	Creative Project, Session 3	CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
B	4	The Modern Age	16	Creative Project, Session 3	CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	4	The Modern Age	16	Creative Project, Session 3	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	5	Critical Skills Practice 4	1	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.L.11-12.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	5	Critical Skills Practice 4	1	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.L.11-12.4d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
B	5	Critical Skills Practice 4	1	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	5	Critical Skills Practice 4	1	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	5	Critical Skills Practice 4	1	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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B	5	Critical Skills Practice 4	1	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
B	5	Critical Skills Practice 4	1	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	5	Critical Skills Practice 4	1	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	5	Critical Skills Practice 4	1	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	5	Critical Skills Practice 4	1	Reading Skills - Comprehension and Analysis	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	5	Critical Skills Practice 4	2	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.L.11-12.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B	5	Critical Skills Practice 4	2	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.L.11-12.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
B	5	Critical Skills Practice 4	2	Reading Skills - Vocabulary Analysis	CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
B	5	Critical Skills Practice 4	3	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.L.11-12.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
B	5	Critical Skills Practice 4	3	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
B	5	Critical Skills Practice 4	3	Writing Skills - Identifying Errors and Improving Writing	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	5	Critical Skills Practice 4	4	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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B	5	Critical Skills Practice 4	4	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	5	Critical Skills Practice 4	4	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B	5	Critical Skills Practice 4	4	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
B	5	Critical Skills Practice 4	4	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.1e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	5	Critical Skills Practice 4	4	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	5	Critical Skills Practice 4	4	Writing Skills - Responding to a Prompt, Session 1	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	5	Critical Skills Practice 4	5	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
B	5	Critical Skills Practice 4	5	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B	5	Critical Skills Practice 4	5	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.1b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
B	5	Critical Skills Practice 4	5	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.1e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
B	5	Critical Skills Practice 4	5	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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B	5	Critical Skills Practice 4	5	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	5	Critical Skills Practice 4	5	Writing Skills - Responding to a Prompt, Session 2	CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
B	5	Critical Skills Practice 4	6	Your Choice	N/A	<p>Students may use this lesson time to do any of the following:</p> <ul style="list-style-type: none"> - Attend a synchronous session if their teacher has one planned. - Complete work in progress or get ahead in their reading. - Review prior lessons in the unit. - Read some of the additional resources that are suggested in their lessons. - Prepare for their state standardized test. - Go on to the next lesson.
B	5	Critical Skills Practice 4	7	Unit Test	Multiple	All assessed standards covered in this unit
B	6.1	Novel Choice II - 1984	1	1984, Session 1	CCSS.ELA-Literacy.RL.11-12.10	<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	6.1	Novel Choice II - 1984	1	1984, Session 1	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	6.1	Novel Choice II - 1984	1	1984, Session 1	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	6.1	Novel Choice II - 1984	1	1984, Session 1	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	6.1	Novel Choice II - 1984	1	1984, Session 1	CCSS.ELA-Literacy.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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B	6.1	Novel Choice II - 1984	2	1984, Session 2	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	6.1	Novel Choice II - 1984	2	1984, Session 2	<p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
B	6.1	Novel Choice II - 1984	2	1984, Session 2	<p>CCSS.ELA-Literacy.RL.11-12.3</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>
B	6.1	Novel Choice II - 1984	2	1984, Session 2	<p>CCSS.ELA-Literacy.RL.11-12.5</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>
B	6.1	Novel Choice II - 1984	3	1984, Session 3	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	6.1	Novel Choice II - 1984	3	1984, Session 3	<p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
B	6.1	Novel Choice II - 1984	4	1984, Session 4	<p>CCSS.ELA-Literacy.RL.11-12.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
B	6.1	Novel Choice II - 1984	4	1984, Session 4	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	6.1	Novel Choice II - 1984	4	1984, Session 4	<p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
B	6.1	Novel Choice II - 1984	4	1984, Session 4	<p>CCSS.ELA-Literacy.RL.11-12.3</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>
B	6.1	Novel Choice II - 1984	4	1984, Session 4	<p>CCSS.ELA-Literacy.RL.11-12.5</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>

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B	6.1	Novel Choice II - 1984	5	1984, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	6.1	Novel Choice II - 1984	5	1984, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	6.1	Novel Choice II - 1984	5	1984, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	6.1	Novel Choice II - 1984	5	1984, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	6.1	Novel Choice II - 1984	5	1984, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	6.1	Novel Choice II - 1984	5	1984, Session 5, Discuss	CCSS.ELA-Literacy.SL.11-12.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B	6.1	Novel Choice II - 1984	5	1984, Session 5, Discuss	CCSS.ELA-Literacy.SL.11-12.1c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
B	6.1	Novel Choice II - 1984	5	1984, Session 5, Discuss	CCSS.ELA-Literacy.SL.11-12.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
B	6.1	Novel Choice II - 1984	6	1984, Session 6	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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B	6.1	Novel Choice II - 1984	6	1984, Session 6	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	6.1	Novel Choice II - 1984	6	1984, Session 6	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	6.1	Novel Choice II - 1984	6	1984, Session 6	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	6.1	Novel Choice II - 1984	6	1984, Session 6	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	6.1	Novel Choice II - 1984	7	1984, Session 7	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	6.1	Novel Choice II - 1984	7	1984, Session 7	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	6.1	Novel Choice II - 1984	7	1984, Session 7	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	6.1	Novel Choice II - 1984	7	1984, Session 7	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	6.1	Novel Choice II - 1984	7	1984, Session 7	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	6.1	Novel Choice II - 1984	7	1984, Session 7	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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B	6.1	Novel Choice II - 1984	8	Your Choice	N/A	<p>Students may use this lesson time to do any of the following:</p> <ul style="list-style-type: none"> - Attend a synchronous session if their teacher has one planned. - Complete work in progress or get ahead in their reading. - Review prior lessons in the unit. - Read some of the additional resources that are suggested in their lessons. - Prepare for their state standardized test. - Go on to the next lesson.
B	6.1	Novel Choice II - 1984	9	Unit Review	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	6.1	Novel Choice II - 1984	9	Unit Review	CCSS.ELA-Literacy.RL.11-12.10	<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	6.1	Novel Choice II - 1984	9	Unit Review	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	6.1	Novel Choice II - 1984	9	Unit Review	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	6.1	Novel Choice II - 1984	9	Unit Review	CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
B	6.1	Novel Choice II - 1984	9	Unit Review	CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
B	6.1	Novel Choice II - 1984	9	Unit Review	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	6.1	Novel Choice II - 1984	10	Unit Test	Multiple	All assessed standards covered in this unit
B	6.2	Novel Choice II - Siddhartha	1	Siddhartha, Session 1	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	6.2	Novel Choice II - Siddhartha	1	Siddhartha, Session 1	CCSS.ELA-Literacy.RL.11-12.10	<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>

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B	6.2	Novel Choice II - Siddhartha	1	Siddhartha, Session 1	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	6.2	Novel Choice II - Siddhartha	1	Siddhartha, Session 1	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	6.2	Novel Choice II - Siddhartha	1	Siddhartha, Session 1	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	6.2	Novel Choice II - Siddhartha	2	Siddhartha, Session 2	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	6.2	Novel Choice II - Siddhartha	2	Siddhartha, Session 2	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	6.2	Novel Choice II - Siddhartha	2	Siddhartha, Session 2	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	6.2	Novel Choice II - Siddhartha	2	Siddhartha, Session 2	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	6.2	Novel Choice II - Siddhartha	2	Siddhartha, Session 2	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	6.2	Novel Choice II - Siddhartha	3	Siddhartha, Session 3	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	6.2	Novel Choice II - Siddhartha	3	Siddhartha, Session 3	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	6.2	Novel Choice II - Siddhartha	3	Siddhartha, Session 3	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	6.2	Novel Choice II - Siddhartha	3	Siddhartha, Session 3	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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B	6.2	Novel Choice II - Siddhartha	3	Siddhartha, Session 3	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	6.2	Novel Choice II - Siddhartha	4	Siddhartha, Session 4	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	6.2	Novel Choice II - Siddhartha	4	Siddhartha, Session 4	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	6.2	Novel Choice II - Siddhartha	4	Siddhartha, Session 4	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	6.2	Novel Choice II - Siddhartha	4	Siddhartha, Session 4	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	6.2	Novel Choice II - Siddhartha	4	Siddhartha, Session 4	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	6.2	Novel Choice II - Siddhartha	5	Siddhartha, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	6.2	Novel Choice II - Siddhartha	5	Siddhartha, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	6.2	Novel Choice II - Siddhartha	5	Siddhartha, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	6.2	Novel Choice II - Siddhartha	5	Siddhartha, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	6.2	Novel Choice II - Siddhartha	5	Siddhartha, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	6.2	Novel Choice II - Siddhartha	5	Siddhartha, Session 5, Discuss	CCSS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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B	6.2	Novel Choice II - Siddhartha	5	Siddhartha, Session 5, Discuss	CCSS.ELA-Literacy.SL.11-12.1c	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
B	6.2	Novel Choice II - Siddhartha	5	Siddhartha, Session 5, Discuss	CCSS.ELA-Literacy.SL.11-12.1d	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
B	6.2	Novel Choice II - Siddhartha	6	Siddhartha, Session 6	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	6.2	Novel Choice II - Siddhartha	6	Siddhartha, Session 6	CCSS.ELA-Literacy.RL.11-12.10	<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	6.2	Novel Choice II - Siddhartha	6	Siddhartha, Session 6	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	6.2	Novel Choice II - Siddhartha	6	Siddhartha, Session 6	CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
B	6.2	Novel Choice II - Siddhartha	6	Siddhartha, Session 6	CCSS.ELA-Literacy.W.11-12.2a	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
B	6.2	Novel Choice II - Siddhartha	6	Siddhartha, Session 6	CCSS.ELA-Literacy.W.11-12.2b	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>

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B	6.2	Novel Choice II - Siddhartha	6	Siddhartha, Session 6	<p>CCSS.ELA-Literacy.W.11-12.2c</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
B	6.2	Novel Choice II - Siddhartha	6	Siddhartha, Session 6	<p>CCSS.ELA-Literacy.W.11-12.2f</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
B	6.2	Novel Choice II - Siddhartha	6	Siddhartha, Session 6	<p>CCSS.ELA-Literacy.W.11-12.7</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
B	6.2	Novel Choice II - Siddhartha	7	Siddhartha, Session 7	<p>CCSS.ELA-Literacy.RL.11-12.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
B	6.2	Novel Choice II - Siddhartha	7	Siddhartha, Session 7	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	6.2	Novel Choice II - Siddhartha	7	Siddhartha, Session 7	<p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
B	6.2	Novel Choice II - Siddhartha	7	Siddhartha, Session 7	<p>CCSS.ELA-Literacy.RL.11-12.4</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>
B	6.2	Novel Choice II - Siddhartha	7	Siddhartha, Session 7	<p>CCSS.ELA-Literacy.W.11-12.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
B	6.2	Novel Choice II - Siddhartha	7	Siddhartha, Session 7	<p>CCSS.ELA-Literacy.W.11-12.2a</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>

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B	6.2	Novel Choice II - Siddhartha	7	Siddhartha, Session 7	<p>CCSS.ELA-Literacy.W.11-12.2b</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
B	6.2	Novel Choice II - Siddhartha	7	Siddhartha, Session 7	<p>CCSS.ELA-Literacy.W.11-12.2c</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
B	6.2	Novel Choice II - Siddhartha	7	Siddhartha, Session 7	<p>CCSS.ELA-Literacy.W.11-12.2f</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
B	6.2	Novel Choice II - Siddhartha	8	Your Choice	<p>N/A</p> <p>Students may use this lesson time to do any of the following:</p> <ul style="list-style-type: none"> - Attend a synchronous session if their teacher has one planned. - Complete work in progress or get ahead in their reading. - Review prior lessons in the unit. - Read some of the additional resources that are suggested in their lessons. - Prepare for their state standardized test. - Go on to the next lesson.
B	6.2	Novel Choice II - Siddhartha	9	Unit Review	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	6.2	Novel Choice II - Siddhartha	9	Unit Review	<p>CCSS.ELA-Literacy.W.11-12.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
B	6.2	Novel Choice II - Siddhartha	9	Unit Review	<p>CCSS.ELA-Literacy.W.11-12.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>

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B	6.2	Novel Choice II - Siddhartha	9	Unit Review	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B	6.2	Novel Choice II - Siddhartha	9	Unit Review	CCSS.ELA-Literacy.W.11-12.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
B	6.2	Novel Choice II - Siddhartha	9	Unit Review	CCSS.ELA-Literacy.W.11-12.2c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
B	6.2	Novel Choice II - Siddhartha	9	Unit Review	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	6.2	Novel Choice II - Siddhartha	10	Unit Test	Multiple	All assessed standards covered in this unit
B	6.3	Novel Choice II - Nectar in a Sieve	1	Nectar in a Sieve, Session 1	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	6.3	Novel Choice II - Nectar in a Sieve	1	Nectar in a Sieve, Session 1	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	6.3	Novel Choice II - Nectar in a Sieve	1	Nectar in a Sieve, Session 1	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	6.3	Novel Choice II - Nectar in a Sieve	1	Nectar in a Sieve, Session 1	CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	6.3	Novel Choice II - Nectar in a Sieve	2	Nectar in a Sieve, Session 2	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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B	6.3	Novel Choice II - Nectar in a Sieve	2	Nectar in a Sieve, Session 2	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	6.3	Novel Choice II - Nectar in a Sieve	2	Nectar in a Sieve, Session 2	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	6.3	Novel Choice II - Nectar in a Sieve	2	Nectar in a Sieve, Session 2	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	6.3	Novel Choice II - Nectar in a Sieve	3	Nectar in a Sieve, Session 3	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	6.3	Novel Choice II - Nectar in a Sieve	3	Nectar in a Sieve, Session 3	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	6.3	Novel Choice II - Nectar in a Sieve	3	Nectar in a Sieve, Session 3	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	6.3	Novel Choice II - Nectar in a Sieve	3	Nectar in a Sieve, Session 3	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	6.3	Novel Choice II - Nectar in a Sieve	3	Nectar in a Sieve, Session 3	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	6.3	Novel Choice II - Nectar in a Sieve	4	Nectar in a Sieve, Session 4	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	6.3	Novel Choice II - Nectar in a Sieve	4	Nectar in a Sieve, Session 4	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	6.3	Novel Choice II - Nectar in a Sieve	4	Nectar in a Sieve, Session 4	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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B	6.3	Novel Choice II - Nectar in a Sieve	4	Nectar in a Sieve, Session 4	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	6.3	Novel Choice II - Nectar in a Sieve	4	Nectar in a Sieve, Session 4	CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	6.3	Novel Choice II - Nectar in a Sieve	5	Nectar in a Sieve, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	6.3	Novel Choice II - Nectar in a Sieve	5	Nectar in a Sieve, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	6.3	Novel Choice II - Nectar in a Sieve	5	Nectar in a Sieve, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	6.3	Novel Choice II - Nectar in a Sieve	5	Nectar in a Sieve, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	6.3	Novel Choice II - Nectar in a Sieve	5	Nectar in a Sieve, Session 5, Discuss	CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	6.3	Novel Choice II - Nectar in a Sieve	5	Nectar in a Sieve, Session 5, Discuss	CCSS.ELA-Literacy.SL.11-12.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B	6.3	Novel Choice II - Nectar in a Sieve	5	Nectar in a Sieve, Session 5, Discuss	CCSS.ELA-Literacy.SL.11-12.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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B	6.3	Novel Choice II - Nectar in a Sieve	5	Nectar in a Sieve, Session 5, Discuss	CCSS.ELA-Literacy.SL.11-12.1d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
B	6.3	Novel Choice II - Nectar in a Sieve	6	Nectar in a Sieve, Session 6	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	6.3	Novel Choice II - Nectar in a Sieve	6	Nectar in a Sieve, Session 6	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	6.3	Novel Choice II - Nectar in a Sieve	6	Nectar in a Sieve, Session 6	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	6.3	Novel Choice II - Nectar in a Sieve	6	Nectar in a Sieve, Session 6	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	6.3	Novel Choice II - Nectar in a Sieve	6	Nectar in a Sieve, Session 6	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	6.3	Novel Choice II - Nectar in a Sieve	6	Nectar in a Sieve, Session 6	CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
B	6.3	Novel Choice II - Nectar in a Sieve	6	Nectar in a Sieve, Session 6	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B	6.3	Novel Choice II - Nectar in a Sieve	6	Nectar in a Sieve, Session 6	CCSS.ELA-Literacy.W.11-12.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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B	6.3	Novel Choice II - Nectar in a Sieve	6	Nectar in a Sieve, Session 6	CCSS.ELA-Literacy.W.11-12.2c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
B	6.3	Novel Choice II - Nectar in a Sieve	6	Nectar in a Sieve, Session 6	CCSS.ELA-Literacy.W.11-12.2f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
B	6.3	Novel Choice II - Nectar in a Sieve	6	Nectar in a Sieve, Session 6	CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	6.3	Novel Choice II - Nectar in a Sieve	7	Nectar in a Sieve, Session 7	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	6.3	Novel Choice II - Nectar in a Sieve	7	Nectar in a Sieve, Session 7	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	6.3	Novel Choice II - Nectar in a Sieve	7	Nectar in a Sieve, Session 7	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	6.3	Novel Choice II - Nectar in a Sieve	7	Nectar in a Sieve, Session 7	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	6.3	Novel Choice II - Nectar in a Sieve	7	Nectar in a Sieve, Session 7	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	6.3	Novel Choice II - Nectar in a Sieve	7	Nectar in a Sieve, Session 7	CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
B	6.3	Novel Choice II - Nectar in a Sieve	7	Nectar in a Sieve, Session 7	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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B	6.3	Novel Choice II - Nectar in a Sieve	7	Nectar in a Sieve, Session 7	<p>CCSS.ELA-Literacy.W.11-12.2b</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
B	6.3	Novel Choice II - Nectar in a Sieve	7	Nectar in a Sieve, Session 7	<p>CCSS.ELA-Literacy.W.11-12.2c</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
B	6.3	Novel Choice II - Nectar in a Sieve	7	Nectar in a Sieve, Session 7	<p>CCSS.ELA-Literacy.W.11-12.2f</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
B	6.3	Novel Choice II - Nectar in a Sieve	8	Your Choice	<p>N/A</p> <p>Students may use this lesson time to do any of the following:</p> <ul style="list-style-type: none"> - Attend a synchronous session if their teacher has one planned. - Complete work in progress or get ahead in their reading. - Review prior lessons in the unit. - Read some of the additional resources that are suggested in their lessons. - Prepare for their state standardized test. - Go on to the next lesson.
B	6.3	Novel Choice II - Nectar in a Sieve	9	Unit Review	<p>CCSS.ELA-Literacy.RL.11-12.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
B	6.3	Novel Choice II - Nectar in a Sieve	9	Unit Review	<p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
B	6.3	Novel Choice II - Nectar in a Sieve	9	Unit Review	<p>CCSS.ELA-Literacy.RL.11-12.3</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>
B	6.3	Novel Choice II - Nectar in a Sieve	9	Unit Review	<p>CCSS.ELA-Literacy.RL.11-12.5</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>
B	6.3	Novel Choice II - Nectar in a Sieve	9	Unit Review	<p>CCSS.ELA-Literacy.W.11-12.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

B	6.3	Novel Choice II - Nectar in a Sieve	9	Unit Review	CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
B	6.3	Novel Choice II - Nectar in a Sieve	9	Unit Review	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B	6.3	Novel Choice II - Nectar in a Sieve	9	Unit Review	CCSS.ELA-Literacy.W.11-12.2b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
B	6.3	Novel Choice II - Nectar in a Sieve	9	Unit Review	CCSS.ELA-Literacy.W.11-12.2c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
B	6.3	Novel Choice II - Nectar in a Sieve	9	Unit Review	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	6.3	Novel Choice II - Nectar in a Sieve	10	Unit Test	Multiple	All assessed standards covered in this unit
B	7	Cultures in Conflict	1	Introduction to Imperialism	CCSS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	7	Cultures in Conflict	1	Introduction to Imperialism	CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	7	Cultures in Conflict	1	Introduction to Imperialism	CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
B	7	Cultures in Conflict	1	Introduction to Imperialism	CCSS.ELA-Literacy.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
B	7	Cultures in Conflict	1	Introduction to Imperialism	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.

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B	7	Cultures in Conflict	1	Introduction to Imperialism CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	7	Cultures in Conflict	1	Introduction to Imperialism CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	7	Cultures in Conflict	1	Introduction to Imperialism CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	7	Cultures in Conflict	2	Analyze "Shooting an Elephant" CCSS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	7	Cultures in Conflict	2	Analyze "Shooting an Elephant" CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	7	Cultures in Conflict	2	Analyze "Shooting an Elephant" CCSS.ELA-Literacy.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
B	7	Cultures in Conflict	2	Analyze "Shooting an Elephant" CCSS.ELA-Literacy.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
B	7	Cultures in Conflict	2	Analyze "Shooting an Elephant" CCSS.ELA-Literacy.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
B	7	Cultures in Conflict	2	Analyze "Shooting an Elephant" CCSS.ELA-Literacy.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
B	7	Cultures in Conflict	2	Analyze "Shooting an Elephant" CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	7	Cultures in Conflict	2	Analyze "Shooting an Elephant" CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	7	Cultures in Conflict	3	Read "No Witchcraft for Sale" CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.

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B	7	Cultures in Conflict	3	Read "No Witchcraft for Sale"	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	7	Cultures in Conflict	3	Read "No Witchcraft for Sale"	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	7	Cultures in Conflict	4	Analyze "No Witchcraft for Sale"	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	7	Cultures in Conflict	4	Analyze "No Witchcraft for Sale"	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	7	Cultures in Conflict	4	Analyze "No Witchcraft for Sale"	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	7	Cultures in Conflict	4	Analyze "No Witchcraft for Sale"	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	7	Cultures in Conflict	4	Analyze "No Witchcraft for Sale"	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
B	7	Cultures in Conflict	4	Analyze "No Witchcraft for Sale"	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	7	Cultures in Conflict	4	Analyze "No Witchcraft for Sale"	CCSS.ELA-Literacy.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
B	7	Cultures in Conflict	5	Discuss: Powerlessness	CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	7	Cultures in Conflict	5	Discuss: Powerlessness	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	7	Cultures in Conflict	5	Discuss: Powerlessness	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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B	7	Cultures in Conflict	5	Discuss: Powerlessness	CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	7	Cultures in Conflict	5	Discuss: Powerlessness	CCSS.ELA-Literacy.SL.11-12.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B	7	Cultures in Conflict	5	Discuss: Powerlessness	CCSS.ELA-Literacy.SL.11-12.1c Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
B	7	Cultures in Conflict	5	Discuss: Powerlessness	CCSS.ELA-Literacy.SL.11-12.1d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
B	7	Cultures in Conflict	5	Discuss: Powerlessness	CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	7	Cultures in Conflict	6	Your Choice	N/A Students may use this lesson time to do any of the following: - Attend a synchronous session if their teacher has one planned. - Complete work in progress or get ahead in their reading. - Review prior lessons in the unit. -Read some of the additional resources that are suggested in their lessons. - Prepare for their state standardized test. -Go on to the next lesson.
B	7	Cultures in Conflict	7	Read "Marriage Is a Private Affair"	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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B	7	Cultures in Conflict	7	Read "Marriage Is a Private Affair"	CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	7	Cultures in Conflict	7	Read "Marriage Is a Private Affair"	CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
B	7	Cultures in Conflict	7	Read "Marriage Is a Private Affair"	CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
B	7	Cultures in Conflict	7	Read "Marriage Is a Private Affair"	CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	7	Cultures in Conflict	8	Analyze "Marriage Is a Private Affair"	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	7	Cultures in Conflict	8	Analyze "Marriage Is a Private Affair"	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	7	Cultures in Conflict	8	Analyze "Marriage Is a Private Affair"	CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	7	Cultures in Conflict	9	Read from Nectar in a Sieve	CCSS.ELA-Literacy.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	7	Cultures in Conflict	9	Read from Nectar in a Sieve	CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	7	Cultures in Conflict	9	Read from Nectar in a Sieve	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	7	Cultures in Conflict	9	Read from Nectar in a Sieve	CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	7	Cultures in Conflict	9	Read from Nectar in a Sieve	CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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B	7	Cultures in Conflict	9	Read from Nectar in a Sieve CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	7	Cultures in Conflict	9	Read from Nectar in a Sieve CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
B	7	Cultures in Conflict	10	Analyze Nectar in a Sieve CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	7	Cultures in Conflict	10	Analyze Nectar in a Sieve CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
B	7	Cultures in Conflict	10	Analyze Nectar in a Sieve CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	7	Cultures in Conflict	10	Analyze Nectar in a Sieve CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
B	7	Cultures in Conflict	10	Analyze Nectar in a Sieve CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
B	7	Cultures in Conflict	11	Unit Review CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
B	7	Cultures in Conflict	11	Unit Review CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
B	7	Cultures in Conflict	11	Unit Review CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	7	Cultures in Conflict	11	Unit Review CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
B	7	Cultures in Conflict	11	Unit Review CCSS.ELA-Literacy.SL.11-12.1a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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B	7	Cultures in Conflict	11	Unit Review	CCSS.ELA-Literacy.SL.11-12.1c	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
B	7	Cultures in Conflict	11	Unit Review	CCSS.ELA-Literacy.SL.11-12.1d	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
B	7	Cultures in Conflict	11	Unit Review	CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	7	Cultures in Conflict	12	Unit Test	Multiple	All assessed standards covered in this unit
B	8	Practical Writing	1	Analyze a Resume and Cover Letter	CCSS.ELA-Literacy.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
B	8	Practical Writing	1	Analyze a Resume and Cover Letter	CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
B	8	Practical Writing	1	Analyze a Resume and Cover Letter	CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
B	8	Practical Writing	2	Gather Information	CCSS.ELA-Literacy.RL.11-12.10	<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	8	Practical Writing	2	Gather Information	CCSS.ELA-Literacy.W.11-12.2b	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>

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B	8	Practical Writing	2	Gather Information	CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
B	8	Practical Writing	3	Plan a Resume and Cover Letter	CCSS.ELA-Literacy.L.11-12.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
B	8	Practical Writing	3	Plan a Resume and Cover Letter	CCSS.ELA-Literacy.W.11-12.2a Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B	8	Practical Writing	3	Plan a Resume and Cover Letter	CCSS.ELA-Literacy.W.11-12.2b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
B	8	Practical Writing	3	Plan a Resume and Cover Letter	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	8	Practical Writing	4	Review Business Formatting	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.
B	8	Practical Writing	5	Write a Resume and Cover Letter	CCSS.ELA-Literacy.W.11-12.2b Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
B	8	Practical Writing	5	Write a Resume and Cover Letter	CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	8	Practical Writing	6	Mentor Feedback and Conferences	CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.

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B	8	Practical Writing	6	Mentor Feedback and Conferences	CCSS.ELA-Literacy.SL.11-12.1c	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
B	8	Practical Writing	7	Revise a Resume and Cover Letter	CCSS.ELA-Literacy.RL.11-12.10	<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	8	Practical Writing	7	Revise a Resume and Cover Letter	CCSS.ELA-Literacy.W.11-12.2a	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
B	8	Practical Writing	7	Revise a Resume and Cover Letter	CCSS.ELA-Literacy.W.11-12.2c	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
B	8	Practical Writing	7	Revise a Resume and Cover Letter	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	8	Practical Writing	7	Revise a Resume and Cover Letter	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
B	8	Practical Writing	8	Proofread and Publish a Resume and Cover Letter	CCSS.ELA-Literacy.L.11-12.2b	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell correctly.</p>
B	8	Practical Writing	8	Proofread and Publish a Resume and Cover Letter	CCSS.ELA-Literacy.RL.11-12.10	<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>

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B	8	Practical Writing	8	Proofread and Publish a Resume and Cover Letter	CCSS.ELA-Literacy.W.11-12.2a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B	8	Practical Writing	8	Proofread and Publish a Resume and Cover Letter	CCSS.ELA-Literacy.W.11-12.2c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
B	8	Practical Writing	8	Proofread and Publish a Resume and Cover Letter	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
B	9	Semester Review and Test	1	Your Choice	N/A	Students may use this lesson time to do any of the following: - Attend a synchronous session if their teacher has one planned. - Complete work in progress or get ahead in their reading. - Review prior lessons in the unit. -Read some of the additional resources that are suggested in their lessons. - Prepare for their state standardized test. -Go on to the next lesson.
B	9	Semester Review and Test	2	Your Choice	N/A	Students may use this lesson time to do any of the following: - Attend a synchronous session if their teacher has one planned. - Complete work in progress or get ahead in their reading. - Review prior lessons in the unit. -Read some of the additional resources that are suggested in their lessons. - Prepare for their state standardized test. -Go on to the next lesson.
B	9	Semester Review and Test	3	Semester Review, Session 1	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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B	9	Semester Review and Test	3	Semester Review, Session 1	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	9	Semester Review and Test	3	Semester Review, Session 1	<p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
B	9	Semester Review and Test	3	Semester Review, Session 1	<p>CCSS.ELA-Literacy.RL.11-12.5</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>
B	9	Semester Review and Test	4	Semester Review, Session 2	<p>CCSS.ELA-Literacy.RL.11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently.</p>
B	9	Semester Review and Test	5	Semester Test	<p>Multiple</p> <p>All assessed standards covered by this point in the course</p>

Grade Band K-3	Social Studies K ED	Students begin by locating themselves and their families within a community and culture. They learn about basic physical geography and how to read maps and globes. Students explore what history is and how they study the past. They learn about the first peoples of the Americas and the founding of the United States. Students identify symbols of and celebrations in the United States and investigate the lives of significant historical figures in the context of civic responsibility. They also explore citizenship and basic economics.
	Social Studies 1 ED	Students learn about the locations, characteristics, resources, and cultures of the earth, as well as those in their own community. They explore concepts related to the study of history and the history of the United States. Students identify key U.S. symbols and learn the reasons behind special national observances. They learn the meaning of citizenship and the duties and responsibilities of good citizens. Students explore basic economic concepts, such as needs and wants, buying and selling, and consumers and producers. They investigate the development of ancient civilizations in the Fertile Crescent, Egypt, India, China, and Greece.
	Social Studies 2 ED	Second graders investigate six social studies components in the course. The components covered in these units include map skills, geography, history, culture, economics, and civics. Within each unit, students explore various elements giving them a broad introduction to social studies knowledge and providing a base for future learning. Students learn mapping skills including parts, types, reading, and creating maps. An easy transition into geography follows, where students put their map skills to use exploring the features of communities, states, the country, and the world. In discovering the meaning of history, students investigate using sources to learn more about themselves and their communities. They also explore the lives of people who influenced history as leaders, inventors, and trailblazers. In the next unit students are off on an adventure to discover cultures around the world and in their own communities. In the remaining two units of the course, students learn the basic parts and operations of an economy and government.
	Social Studies 3 ED	In this course, third graders practice important social studies skills while learning about the United States. They begin by discovering ways that maps can help us better understand the impact of geography on people and settlements over time. A tour across the United States highlights different features and landmarks across the nation. Then, a study of cultures, including worldwide and on a community level, helps students understand the American identity and how groups change over time. Focusing on American government the course introduces important concepts such as founding documents, federalism, and the functions of government at each level. A discussion of the importance of voting transitions to the next unit where students consider the meaning of citizenship and how people uphold their civic duties. Next, after studying the relationship between humans and the environment, students identify a public issue and complete a research-based report encouraging change. The final units introduce basic economic concepts concerning the American economy and important concepts of money and personal finance to help guide future economic decision-making.

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Grade Band 4-5	American Studies 4 ED	<p>Fourth graders investigate eight essential United States social studies in this course. After learning how to read different types of maps, students will use maps to explore America's regions and natural resources. They will embark on a tour across the nation, learning about the lives of Americans today and the many places to visit. A look at the nation's history begins with pre-Columbian societies and the conflicts arising from the arrival of Europeans. Students will learn about the growth of the new nation, practice interpreting primary sources, and consider the importance of fighting in world wars abroad and for civil rights at home. By exploring various cultural and ethnic traditions, students will better understand the people of North America, how they have interacted with the environment, and how they have changed over time. Completing a state research project will allow students to strengthen their research and analysis skills. Sharing their work will help improve their presentation skills. Then, a unit on economics addresses basic economic concepts, financial choices, taxes, banking, and investing. The final unit looks at government at the federal, state, and local levels. Students learn about citizenship, our country's founding documents, and issues facing the nation today.</p>
	Hawaii State History	<p>Students will experience customized lessons that bring to life the history of the state of Hawaii.</p> <p><i>*Note: The Scope and Sequence document will be produced for this grade level when the custom course is complete.</i></p>
	Modern American History 5 E1	<p>Students in Modern American History ED explore United States history, geography, economics, and government. This is done by focusing on the influence of physical and cultural characteristics on national growth and development. Students study the economic growth of the 1800s, westward expansion, the Civil War, Progressive era reforms, the course of the two world wars, Great Depression, challenges of the Cold War, achievements in civil rights, leading to events and changes in the modern era. The course emphasizes critical thinking skills, including questioning, examining fact and opinion, analyzing and evaluating sources of information, contrasting and comparing using primary and secondary sources, and conducting research using a variety of resources. Additional social studies skills are integrated in the lessons including reading and analyzing maps, creating and interpreting charts and graphs, identifying relationships, writing persuasively, and developing thinking and independent study skills.</p>

Grade Band 6-8	World History I	<p style="text-align: center;">Attachment 28 - ACAD</p> <p>K12's World History course surveys the story of the human past from the period before written records, prehistory, through the fourteenth century. The course is organized chronologically and, within broad eras, regionally. The course focus is the story of the human past and change over time, including the development of religion, philosophy, the arts, and science and technology. Geography concepts and skills are introduced as they appear in the context of the historical narrative. Students explore what archaeologists and historians have learned about the earliest hunter-gatherers and farmers, and then move to a study of the four river valley civilizations. After a brief writing unit, they study the origins of Confucianism, Hinduism, Buddhism, and Judaism and the eras in which they developed. The second half of the course traces the story of classical Greece and Rome, the Byzantine Empire, the origins of Christianity and Islam, and then continues through the fourteenth century in Europe, North Africa, and East Asia. Historical thinking skills are a key component of Intermediate World History. Students practice document and art analysis, conduct research, and write in a variety of formats. They also practice map reading skills and look at how historians draw conclusions about the past as well as what those conclusions are.</p>
	History of the Hawaiian Kingdom and Pacific Island Studies	<p>Students will experience customized lessons that bring to life the history of the Hawaiian Kingdom and Pacific Islands.</p> <p><i>*Note: The Scope and Sequence document will be produced for this grade level when the custom course is complete.</i></p>
	Summit American History to the Late 1800s	<p>In Summit American History to the Late 1800s, students study major historical events and people from colonization through the Reconstruction period. This includes a study of Colonial America, the Revolutionary War, the drafting of the Constitution, the growth of the United States, the Civil War, and Reconstruction.</p> <p>In addition, the course contains two flex units of lessons that can be used as part of the main course to address local standards. One of these units focuses on the history and cultures of Native Americans, as well as other indigenous peoples and their descendants, who have contributed to the history of the United States. The second flex unit covers the major historical events and people from post-Reconstruction to the beginning of the twentieth century.</p> <p>Throughout the course, students practice critical analysis skills as they read primary sources and study historical accounts from a variety of perspectives. They expand their knowledge of the world around them by studying how geography has influenced American history. By analyzing related current events, students see how the events of yesterday affect the world around them today. Students also reflect on changes and continuities within and between time periods. Students demonstrate their knowledge through a mixture of projects, discussions, tests, and independent work.</p>

Grade Band 9-12	World History	In this comprehensive survey of world history from prehistoric to modern times, students focus in depth on the developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement the textbook, World History: Our Human Story. Students are challenged to consider topics in depth as they analyze primary sources and maps, create timelines, and complete other projects—practicing historical thinking and writing skills as they explore the broad themes and big ideas of human history.
	US History	This course is a full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from The American Odyssey: A History of the United States. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating time lines, completing projects and written assignments, and conducting independent research.
	Modern History of Hawaii	Students will experience customized lessons that bring to life the modern history of Hawaii. <i>*Note: The Scope and Sequence document will be produced for this grade level when the custom course is complete.</i>
	US Government and Politics	This course studies the history, organization, and functions of the United States government. Beginning with the Declaration of Independence and continuing through to the present day, students explore the relationship between individual Americans and our governing bodies. Students take a close look at the political culture of our country, and gain insight into the challenges faced by citizens, elected government officials, political activists, and others. Students also learn about the roles of political parties, interest groups, the media, and the Supreme Court. They discuss their own views on current political issues.



Hawaii Core Standards for Social Studies: Grade K Attachment 28 ACAD Compared to Social Studies K ED



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Our Community	1	Introduction to Social Studies K	SS.K-2.1.1	Construct a variety of questions about social studies topics with guidance from adults and/or peers
1	Our Community	2	Home and Family (A)	SS.K.1.7.3	Compare roles and responsibilities of self and others at home, at school, and in neighborhood settings
1	Our Community	3	Home and Family (B)	SS.K.1.7.3	Compare roles and responsibilities of self and others at home, at school, and in neighborhood settings
1	Our Community	4	Community and Culture (A)	SS.K.1.7.3	Compare roles and responsibilities of self and others at home, at school, and in neighborhood settings
1	Our Community	5	Community and Culture (B)	SS.K.2.18.3	Describe an event from two different perspectives
1	Our Community	6	Many Cultures (A)	SS.K.1.7.3	Compare roles and responsibilities of self and others at home, at school, and in neighborhood settings
1	Our Community	7	Many Cultures (B)	SS.K.1.7.3	Compare roles and responsibilities of self and others at home, at school, and in neighborhood settings
1	Our Community	8	Our Community: Wrap-Up	SS.K-2.4.2	Respectfully ask and answer questions about arguments and explanations
2	Our World	1	The Earth (A)	SS.K.3.13.3	Examine physical characteristics on maps and globes using positional words
2	Our World	2	The Earth (B)	SS.K.3.13.3	Examine physical characteristics on maps and globes using positional words
2	Our World	3	Maps and Globes (A)	SS.K.3.13.3	Examine physical characteristics on maps and globes using positional words
2	Our World	4	Maps and Globes (B)	SS.K.3.13.3	Examine physical characteristics on maps and globes using positional words
2	Our World	5	Oceans and Landforms (A)	SS.K.3.13.3	Examine physical characteristics on maps and globes using positional words
2	Our World	6	Oceans and Landforms (B)	SS.K.3.13.3	Examine physical characteristics on maps and globes using positional words
2	Our World	7	Exploring Our World	SS.K.3.13.3	Examine physical characteristics on maps and globes using positional words
2	Our World	8	Our World: Wrap-Up	SS.K.3.13.3	Examine physical characteristics on maps and globes using positional words
3	Our Stories	1	Past, Present, and Future (A)	SS.K-2.4.1	Construct explanations using correct sequence and relevant information
3	Our Stories	2	Past, Present, and Future (B)	SS.K-2.4.1	Construct explanations using correct sequence and relevant information
3	Our Stories	3	Sources of the Past (A)	SS.K-2.2.2	Determine whether a source is primary or secondary
3	Our Stories	4	Sources of the Past (B)	SS.K-2.2.2	Determine whether a source is primary or secondary
3	Our Stories	5	Recreating the Past (A)	SS.K-2.2.3	Gather facts from teacher and/or adult-curated sources to answer questions
3	Our Stories	6	Recreating the Past (B)	SS.K-2.2.3	Gather facts from teacher and/or adult-curated sources to answer questions
3	Our Stories	7	Exploring Our Stories	SS.K.2.17.1	Sequence important events in your life
3	Our Stories	7	Exploring Our Stories	SS.K.2.19.2	Explain the effects of an event in your life
3	Our Stories	8	Our Stories: Wrap-Up	SS.K.2.19.2	Explain the effects of an event in your life
4	Our Nation	1	The First Americans (A)	SS.K.3.15.4	Describe how and why people move from place to place
4	Our Nation	2	The First Americans (B)	SS.K.3.15.4	Describe how and why people move from place to place
4	Our Nation	3	Becoming a Nation (A)	SS.K.3.15.4	Describe how and why people move from place to place
4	Our Nation	4	Becoming a Nation (B)	SS.K.2.18.3	Describe an event from two different perspectives

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4	Our Nation	5	Meet Some Americans (A)	N/A	No grade-level state specific standards applicable for this lesson
4	Our Nation	6	Meet Some Americans (B)	N/A	No grade-level state specific standards applicable for this lesson
4	Our Nation	7	My America	N/A	No grade-level state specific standards applicable for this lesson
4	Our Nation	8	Our Nation: Wrap-Up	N/A	No grade-level state specific standards applicable for this lesson
5	Symbols and Celebrations	1	Important Symbols (A)	N/A	No grade-level state specific standards applicable for this lesson
5	Symbols and Celebrations	2	Important Symbols (B)	N/A	No grade-level state specific standards applicable for this lesson
5	Symbols and Celebrations	3	Holidays (A)	N/A	No grade-level state specific standards applicable for this lesson
5	Symbols and Celebrations	4	Holidays (B)	N/A	No grade-level state specific standards applicable for this lesson
5	Symbols and Celebrations	5	Songs (A)	N/A	No grade-level state specific standards applicable for this lesson
5	Symbols and Celebrations	6	Songs (B)	N/A	No grade-level state specific standards applicable for this lesson
5	Symbols and Celebrations	7	My Symbols and Celebrations	N/A	No grade-level state specific standards applicable for this lesson
5	Symbols and Celebrations	8	Symbols and Celebrations: Wrap-Up	N/A	No grade-level state specific standards applicable for this lesson
6	Liberty and Justice	1	Harriet Tubman and the Underground Railroad (A)	SS.K.2.18.3	Describe an event from two different perspectives
6	Liberty and Justice	2	Harriet Tubman and the Underground Railroad (B)	SS.K-2.4.1	Construct explanations using correct sequence and relevant information
6	Liberty and Justice	3	Honest Abe: Abraham Lincoln (A)	SS.K.3.15.4	Describe how and why people move from place to place
6	Liberty and Justice	4	Honest Abe: Abraham Lincoln (B)	SS.K.2.18.3	Describe an event from two different perspectives
6	Liberty and Justice	5	The Statue of Liberty (A)	SS.K.3.15.4	Describe how and why people move from place to place
6	Liberty and Justice	6	The Statue of Liberty (B)	SS.K.3.15.4	Describe how and why people move from place to place
6	Liberty and Justice	7	Exploring Liberty and Justice	SS.K-2.4.1	Construct explanations using correct sequence and relevant information
6	Liberty and Justice	8	Liberty and Justice: Wrap-Up	SS.K.1.8.2	Determine ways that people can work together effectively to make decisions
7	Let Freedom Ring	1	Jackie Robinson (A)	SS.K-2.5.2	Identify ways in which people are trying to address problems or issues in classrooms, schools, or communities
7	Let Freedom Ring	2	Jackie Robinson (B)	SS.K-2.4.3	Present explanations using a variety of print, oral, and digital technologies
7	Let Freedom Ring	3	Cesar Chavez: "Yes, it can be done!" (A)	SS.K-2.5.4	Show evidence of taking individual or group action on one or more problems or issues
7	Let Freedom Ring	4	Cesar Chavez: "Yes, it can be done!" (B)	SS.K-2.2.3	Gather facts from teacher and/or adult-curated sources to answer questions
7	Let Freedom Ring	5	Rosa Parks and Dr. Martin Luther King Jr. (A)	SS.K-2.4.3	Present explanations using a variety of print, oral, and digital technologies
7	Let Freedom Ring	6	Rosa Parks and Dr. Martin Luther King Jr. (B)	SS.K.1.7.3	Compare roles and responsibilities of self and others at home, at school, and in neighborhood settings
7	Let Freedom Ring	7	Exploring Freedom	SS.K.1.7.3	Compare roles and responsibilities of self and others at home, at school, and in neighborhood settings
7	Let Freedom Ring	8	Let Freedom Ring: Wrap-Up	SS.K.1.8.2	Determine ways that people can work together effectively to make decisions
8	Our Society	1	Rules and Laws (A)	SS.K.1.8.1	Compare rules that apply in different settings and evaluate the consequences of following or not following rules
8	Our Society	2	Rules and Laws (B)	SS.K.1.8.1	Compare rules that apply in different settings and evaluate the consequences of following or not following rules
8	Our Society	3	Rights and Responsibilities (A)	SS.K-2.4.3	Present explanations using a variety of print, oral, and digital technologies
8	Our Society	4	Rights and Responsibilities (B)	SS.K.1.7.3	Compare roles and responsibilities of self and others at home, at school, and in neighborhood settings
8	Our Society	5	Working Together (A)	SS.K.1.7.3	Compare roles and responsibilities of self and others at home, at school, and in neighborhood settings

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8	Our Society	5	Working Together (A)	SS.K.1.8.2	Determine ways that people can work together effectively to make decisions
8	Our Society	6	Working Together (B)	SS.K.1.7.3	Compare roles and responsibilities of self and others at home, at school, and in neighborhood settings
8	Our Society	6	Working Together (B)	SS.K.1.8.2	Determine ways that people can work together effectively to make decisions
8	Our Society	7	Citizenship	SS.K.1.7.3	Compare roles and responsibilities of self and others at home, at school, and in neighborhood settings
8	Our Society	8	Our Society: Wrap-Up	SS.K.1.8.1	Compare rules that apply in different settings and evaluate the consequences of following or not following rules
9	Our Economy	1	Needs and Wants (A)	SS.K.3.10.2	Describe differences between needs and wants
9	Our Economy	2	Needs and Wants (B)	SS.K.3.10.2	Describe differences between needs and wants
9	Our Economy	3	Bartering and Using Money (A)	N/A	No grade-level state specific standards applicable for this lesson
9	Our Economy	4	Bartering and Using Money (B)	N/A	No grade-level state specific standards applicable for this lesson
9	Our Economy	5	Work in the Community (A)	SS.K-2.2.3	Gather facts from teacher and/or adult-curated sources to answer questions
9	Our Economy	6	Work in the Community (B)	SS.K-2.5.2	Identify ways in which people are trying to address problems or issues in classrooms, schools, or communities
9	Our Economy	7	A Plan for My Future	SS.K.3.9.1	Give examples of how scarcity affects your daily choices
9	Our Economy	8	Our Economy: Wrap-Up	SS.K.3.10.2	Describe differences between needs and wants



Hawaii Core Standards for Social Studies: Grade 1
Attachment 28 ACAD
Compared to Social Studies 1 ED



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	My Great Big World	1	Introduction to Social Studies 1	N/A	No grade-level state specific standards applicable for this lesson
1	My Great Big World	2	Getting Around the Globe (A)	SS.1.2.13.2	Describe some physical features of continents and oceans in the world
1	My Great Big World	3	Getting Around the Globe (B)	SS.1.2.13.2	Describe some physical features of continents and oceans in the world
1	My Great Big World	4	Directions on a Map (A)	SS.1.1.13.3	Use maps and map features to describe places
1	My Great Big World	5	Directions on a Map (B)	SS.1.1.13.3	Use maps and map features to describe places
1	My Great Big World	5	Directions on a Map (B)	SS.1.2.13.2	Describe some physical features of continents and oceans in the world
1	My Great Big World	6	Picture Our World (A)	SS.1.2.8.5	Explain how people improve their communities and the environment
1	My Great Big World	7	Picture Our World (B)	SS.1.2.8.5	Explain how people improve their communities and the environment
1	My Great Big World	8	My Great Big World: Wrap-Up	SS.1.2.8.5	Explain how people improve their communities and the environment
2	Our Community	1	Location (A)	SS.1.1.13.3	Use maps and map features to describe places
2	Our Community	2	Location (B)	SS.1.1.13.3	Use maps and map features to describe places
2	Our Community	3	Natural Resources (A)	SS.1.2.8.5	Explain how people improve their communities and the environment
2	Our Community	4	Natural Resources (B)	SS.1.2.8.5	Explain how people improve their communities and the environment
2	Our Community	5	Weather and Climate (A)	SS.1.2.14.4	Describe the ways climate, weather, and natural disasters affect your community
2	Our Community	6	Weather and Climate (B)	SS.1.2.14.4	Describe the ways climate, weather, and natural disasters affect your community
2	Our Community	7	Human Characteristics	SS.1.2.14.3	Investigate cultural and environmental characteristics of your community
2	Our Community	8	Our Community: Wrap-Up	SS.1.2.14.4	Describe the ways climate, weather, and natural disasters affect your community
3	Learning About the Past	1	Past and Present (A)	SS.1.3.17.3	Compare life in the past to life today
3	Learning About the Past	2	Past and Present (B)	SS.1.3.17.3	Compare life in the past to life today
3	Learning About the Past	3	Chronological Thinking (A)	SS.1.3.17.3	Compare life in the past to life today
3	Learning About the Past	4	Chronological Thinking (B)	SS.1.3.17.3	Compare life in the past to life today
3	Learning About the Past	4	Chronological Thinking (B)	SS.1.4.19.3	Explain causes and effects of an event in your life or in your family's life
3	Learning About the Past	5	Investigating the Past (A)	SS.1.3.17.3	Compare life in the past to life today
3	Learning About the Past	6	Investigating the Past (B)	SS.1.3.17.3	Compare life in the past to life today
3	Learning About the Past	7	History Time Line	SS.1.3.17.3	Compare life in the past to life today
3	Learning About the Past	8	Learning About the Past: Wrap-Up	SS.1.3.17.3	Compare life in the past to life today
4	The United States	1	Symbols of the United States of America (A)	SS.1.4.3	Explain historical symbols of American nationalism
4	The United States	2	Symbols of the United States of America (B)	SS.1.4.3	Explain historical symbols of American nationalism
4	The United States	3	National Songs (A)	SS.1.4.3	Explain historical symbols of American nationalism
4	The United States	4	National Songs (B)	SS.1.4.3	Explain historical symbols of American nationalism
4	The United States	5	Holidays (A)	SS.1.3.17.1	Investigate historically significant events, people, and observances in history
4	The United States	6	Holidays (B)	SS.1.3.17.1	Investigate historically significant events, people, and observances in history
4	The United States	6	Holidays (B)	SS.1.2.14.3	Investigate cultural and environmental characteristics of your community
4	The United States	7	American Heroes	SS.1.3.17.1	Investigate historically significant events, people, and observances in history
4	The United States	8	The United States: Wrap-Up	SS.1.3.17.1	Investigate historically significant events, people, and observances in history

5	Understanding Citizenship	1	Rules and Laws (A) Attachment 28 - ACAD	SS.1.1.8.1	Compare rules that apply in different settings and evaluate the consequences of following or not following rules
5	Understanding Citizenship	2	Rules and Laws (B)	SS.K.1.8.1	Compare rules that apply in different settings and evaluate the consequences of following or not following rules
5	Understanding Citizenship	3	Following the Rules (A)	SS.K.1.8.1	Compare rules that apply in different settings and evaluate the consequences of following or not following rules
5	Understanding Citizenship	4	Following the Rules (B)	SS.K.1.8.1	Compare rules that apply in different settings and evaluate the consequences of following or not following rules
5	Understanding Citizenship	5	Responsibility (A)	SS.1.5.1	Identify rights and responsibilities of community leaders
5	Understanding Citizenship	6	Responsibility (B)	SS.1.5.1	Identify rights and responsibilities of community leaders
5	Understanding Citizenship	7	Citizenship in Action	SS.1.2.8.5	Explain how people improve their communities and the environment
5	Understanding Citizenship	8	Understanding Citizenship: Wrap-Up	SS.K.1.8.1	Compare rules that apply in different settings and evaluate the consequences of following or not following rules
6	Participating in the Economy	1	Goods and Services (A)	SS.1.4.10.1	Compare differences between goods and services
6	Participating in the Economy	2	Goods and Services (B)	SS.1.4.10.1	Compare differences between goods and services
6	Participating in the Economy	3	Making Choices (A)	SS.1.2.9.1	Explain how scarcity is a result of limited resources
6	Participating in the Economy	4	Making Choices (B)	SS.1.2.9.1	Explain how scarcity is a result of limited resources
6	Participating in the Economy	5	Money (A)	SS.1.4.10.1	Compare differences between goods and services
6	Participating in the Economy	5	Money (A)	SS.1.4.10.2	Identify different ways of acquiring what you need and want
6	Participating in the Economy	6	Money (B)	SS.1.4.10.2	Identify different ways of acquiring what you need and want
6	Participating in the Economy	7	Spending and Saving	SS.1.4.10.2	Identify different ways of acquiring what you need and want
6	Participating in the Economy	8	Participating in the Economy: Wrap-Up	SS.1.4.10.2	Identify different ways of acquiring what you need and want
7	Our Distant Past	1	Wandering Families (A)	SS.1.2.9.1	Explain how scarcity is a result of limited resources
7	Our Distant Past	2	Wandering Families (B)	SS.1.2.9.1	Explain how scarcity is a result of limited resources
7	Our Distant Past	3	The Fertile Crescent (A)	SS.1.1.13.3	Use maps and map features to describe places
7	Our Distant Past	4	The Fertile Crescent (B)	SS.1.1.13.3	Use maps and map features to describe places
7	Our Distant Past	5	The First Villages (A)	SS.1.2.9.1	Explain how scarcity is a result of limited resources
7	Our Distant Past	6	The First Villages (B)	SS.1.2.8.5	Explain how people improve their communities and the environment
7	Our Distant Past	7	Civilization on the Nile	SS.1.2.13.2	Describe some physical features of continents and oceans in the world
7	Our Distant Past	8	Our Distant Past: Wrap-Up	SS.1.3.17.3	Compare life in the past to life today
8	Early Civilizations	1	The Mystery of Mohenjo Daro (A)	SS.1.1.13.3	Use maps and map features to describe places
8	Early Civilizations	2	The Mystery of Mohenjo Daro (B)	SS.1.2.13.2	Describe some physical features of continents and oceans in the world
8	Early Civilizations	3	Ancient Hinduism (A)	SS.1.3.17.1	Investigate historically significant events, people, and observances in history
8	Early Civilizations	4	Ancient Hinduism (B)	SS.1.3.17.3	Compare life in the past to life today
8	Early Civilizations	5	Farming in Ancient China (A)	SS.1.1.13.3	Use maps and map features to describe places
8	Early Civilizations	6	Farming in Ancient China (B)	SS.1.2.13.2	Describe some physical features of continents and oceans in the world
8	Early Civilizations	7	Early China	SS.1.2.9.1	Explain how scarcity is a result of limited resources
8	Early Civilizations	8	Early Civilizations: Wrap-Up	SS.1.1.13.3	Use maps and map features to describe places
9	More Early Civilizations	1	Confucius (A)	SS.1.3.2	Describe the lives of people who significantly impacted American history
9	More Early Civilizations	2	Confucius (B)	SS.1.3.2	Describe the lives of people who significantly impacted American history
9	More Early Civilizations	3	Ancient Greece (A)	SS.1.3.17.3	Compare life in the past to life today
9	More Early Civilizations	4	Ancient Greece (B)	SS.1.3.17.3	Compare life in the past to life today
9	More Early Civilizations	5	Greek Gods (A)	SS.1.3.17.3	Compare life in the past to life today
9	More Early Civilizations	6	Greek Gods (B)	SS.1.3.17.3	Compare life in the past to life today
9	More Early Civilizations	7	Athens and Democracy	SS.1.1.7.1	Explain shared democratic values
9	More Early Civilizations	7	Athens and Democracy	SS.1.1.8.2	Follow agreed-upon rules for discussions and listen attentively to others

9	More Early Civilizations	8	More Early Civilizations: Wrap-Up	SS.1.1.7.1	Explain shared democratic values
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Hawaii Core Standards for Social Studies (HCSSS) - Grade 2 Attachment 28 - ACAD Compared to Social Studies Grade 2 Summit ED



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Map Skills	1	Types of Maps	SS.2.3.13.4	Describe major geographic features of places using maps, photos, and other geographic representations
1	Map Skills	2	Parts of a Map	SS.2.3.13.4	Describe major geographic features of places using maps, photos, and other geographic representations
1	Map Skills	3	Symbols and Legends	SS.2.3.13.4	Describe major geographic features of places using maps, photos, and other geographic representations
1	Map Skills	4	Directions on a Map	SS.2.3.13.4	Describe major geographic features of places using maps, photos, and other geographic representations
1	Map Skills	5	Locations on a Map	SS.2.3.13.4	Describe major geographic features of places using maps, photos, and other geographic representations
1	Map Skills	6	Physical Maps	SS.2.3.13.4	Describe major geographic features of places using maps, photos, and other geographic representations
1	Map Skills	6	Physical Maps	SS.K-2.2.3	Gather facts from teacher and/or adult-curated sources to answer questions
1	Map Skills	7	Landforms on a Map	SS.2.3.13.4	Describe major geographic features of places using maps, photos, and other geographic representations
1	Map Skills	7	Landforms on a Map	SS.K-2.2.3	Gather facts from teacher and/or adult-curated sources to answer questions
1	Map Skills	8	Political Maps	SS.2.3.13.4	Describe major geographic features of places using maps, photos, and other geographic representations
1	Map Skills	8	Political Maps	SS.K-2.2.3	Gather facts from teacher and/or adult-curated sources to answer questions
1	Map Skills	9	Landmarks on a Map	SS.2.3.13.4	Describe major geographic features of places using maps, photos, and other geographic representations
1	Map Skills	9	Landmarks on a Map	SS.K-2.2.3	Gather facts from teacher and/or adult-curated sources to answer questions
1	Map Skills	10	Reading a Map	SS.2.3.13.4	Describe major geographic features of places using maps, photos, and other geographic representations
1	Map Skills	11	Maps and Technology	SS.2.3.13.4	Describe major geographic features of places using maps, photos, and other geographic representations
1	Map Skills	11	Maps and Technology	SS.K-2.2.3	Gather facts from teacher and/or adult-curated sources to answer questions
1	Map Skills	12	Map Where I Live	SS.2.3.13.4	Describe major geographic features of places using maps, photos, and other geographic representations
1	Map Skills	12	Map Where I Live	SS.K-2.2.3	Gather facts from teacher and/or adult-curated sources to answer questions
1	Map Skills	12	Map Where I Live	SS.K-2.4.3	Present explanations using a variety of print, oral, and digital technologies
2	Geography	1	Looking at the Globe	SS.2.3.13.4	Describe major geographic features of places using maps, photos, and other geographic representations
2	Geography	2	Map of North America	SS.2.3.13.4	Describe major geographic features of places using maps, photos, and other geographic representations
2	Geography	3	North America	SS.2.3.13.4	Describe major geographic features of places using maps, photos, and other geographic representations
2	Geography	4	Map of the United States	SS.2.3.13.4	Describe major geographic features of places using maps, photos, and other geographic representations
2	Geography	5	Regions of the United States	SS.2.3.13.4	Describe major geographic features of places using maps, photos, and other geographic representations

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2	Geography	6	What Are Natural Resources?	SS.2.3.10.1	Compare goods and services that are produced locally and globally
2	Geography	6	What Are Natural Resources?	SS.2.3.12.2	Examine how people are dependent on others for goods and services they cannot produce themselves
2	Geography	6	What Are Natural Resources?	SS.2.3.14.5	Compare a variety of the Earth's natural resources and how people use them
2	Geography	6	What Are Natural Resources?	SS.2.4.16.2	Investigate how people in your community rely on local and global resources to meet their daily needs

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2	Geography	7	Where Do Natural Resources Come From?	SS.2.3.10.1	Compare goods and services that are produced locally and globally
2	Geography	7	Where Do Natural Resources Come From?	SS.2.3.12.2	Examine how people are dependent on others for goods and services they cannot produce themselves
2	Geography	7	Where Do Natural Resources Come From?	SS.2.3.14.5	Compare a variety of the Earth's natural resources and how people use them
2	Geography	7	Where Do Natural Resources Come From?	SS.2.4.16.2	Investigate how people in your community rely on local and global resources to meet their daily needs
2	Geography	8	Farming Provides Food	SS.2.3.12.2	Examine how people are dependent on others for goods and services they cannot produce themselves
2	Geography	8	Farming Provides Food	SS.2.4.16.2	Investigate how people in your community rely on local and global resources to meet their daily needs
2	Geography	9	Physical and Human-Made Features	SS.2.3.13.4	Describe major geographic features of places using maps, photos, and other geographic representations
2	Geography	10	Different Types of Communities	SS.2.3.13.4	Describe major geographic features of places using maps, photos, and other geographic representations
2	Geography	11	Adapting to Where We Live	SS.2.2.14.1	Explain how human activities impact the environment
2	Geography	12	Preserving the Earth	SS.2.2.14.1	Explain how human activities impact the environment
2	Geography	12	Preserving the Earth	SS.2.3.14.5	Compare a variety of the Earth's natural resources and how people use them
3	History	1	What Is History?	SS.K-2.2.3	Gather facts from teacher and/or adult-curated sources to answer questions
3	History	2	What Are Primary Sources?	SS.K-2.1.2	Construct supporting questions to help answer compelling questions with guidance from adults and/or peers
3	History	2	What Are Primary Sources?	SS.K-2.2.1	Determine whether a source is primarily fact or opinion
3	History	2	What Are Primary Sources?	SS.K-2.2.3	Gather facts from teacher and/or adult-curated sources to answer questions
3	History	3	Interpreting a Historical Event	SS.2.2.18.3	Compare varying perspectives on historical events
3	History	3	Interpreting a Historical Event	SS.K-2.1.1	Construct a variety of questions about social studies topics with guidance from adults and/or peers
3	History	3	Interpreting a Historical Event	SS.K-2.2.2	Determine whether a source is primary or secondary
3	History	3	Interpreting a Historical Event	SS.K-2.2.3	Gather facts from teacher and/or adult-curated sources to answer questions
3	History	3	Interpreting a Historical Event	SS.K-2.4.2	Respectfully ask and answer questions about arguments and explanations
3	History	4	Past and Present	SS.2.1.18.3	Describe how significant people and events have shaped communities and places now and in the past
3	History	4	Past and Present	SS.K-2.1.1	Construct a variety of questions about social studies topics with guidance from adults and/or peers
3	History	4	Past and Present	SS.K-2.4.1	Construct explanations using correct sequence and relevant information
3	History	5	Events on Time Lines	SS.2.2.17.2	Construct timelines that sequence historical events
3	History	6	A Country of Immigrants	SS.K-2.2.3	Gather facts from teacher and/or adult-curated sources to answer questions
3	History	7	My Family's Story	SS.K-2.4.1	Construct explanations using correct sequence and relevant information
3	History	8	My Community's Story	SS.K-2.2.3	Gather facts from teacher and/or adult-curated sources to answer questions
3	History	9	Inventions Shape History	SS.2.2.14.1	Explain how human activities impact the environment
3	History	10	Individuals Who Changed History: Leaders	SS.2.1.7.2	Describe how historical figures exemplify our shared democratic values
3	History	10	Individuals Who Changed History: Leaders	SS.K-2.4.3	Present explanations using a variety of print, oral, and digital technologies

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3	History	10	Individuals Who Changed History: Inventors	SS.2.1.18.3	Show evidence of taking individual or group action on one or more problems or issues
3	History	11	Individuals Who Changed History: Inventors	SS.2.1.18.3	Describe how significant people and events have shaped communities and places now and in the past
3	History	11	Individuals Who Changed History: Inventors	SS.2.1.6.1	Investigate school, community, and national leaders and their responsibilities
3	History	11	Individuals Who Changed History: Inventors	SS.2.1.7.2	Describe how historical figures exemplify our shared democratic values
3	History	11	Individuals Who Changed History: Inventors	SS.2.2.17.2	Construct timelines that sequence historical events
3	History	11	Individuals Who Changed History: Inventors	SS.K-2.4.3	Present explanations using a variety of print, oral, and digital technologies
3	History	11	Individuals Who Changed History: Inventors	SS.K-2.5.4	Show evidence of taking individual or group action on one or more problems or issues

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3	History	12	Individuals Who Changed History: Trailblazer	SS.2.1.7.2	Describe how historical figures exemplify our shared democratic values
3	History	12	Individuals Who Changed History: Trailblazer	SS.K-2.4.3	Present explanations using a variety of print, oral, and digital technologies
3	History	12	Individuals Who Changed History: Trailblazer	SS.K-2.5.4	Show evidence of taking individual or group action on one or more problems or issues
4	Culture	1	What Is Culture?	SS.K-2.2.3	Gather facts from teacher and/or adult-curated sources to answer questions
4	Culture	2	Celebrations and Holidays	SS.K-2.2.3	Gather facts from teacher and/or adult-curated sources to answer questions
4	Culture	3	Culture in My Community	SS.2.1.18.3	Describe how significant people and events have shaped communities and places now and in the past
4	Culture	4	Cultural Traditions in the United States	SS.2.1.18.3	Describe how significant people and events have shaped communities and places now and in the past
4	Culture	5	A Visit to South America	N/A	No grade-level state specific standards applicable for this lesson.
4	Culture	6	A Visit to Europe	N/A	No grade-level state specific standards applicable for this lesson.
4	Culture	7	A Visit to Africa	SS.K-2.5.2	Identify ways in which people are trying to address problems or issues in classrooms, schools, or communities
4	Culture	8	A Visit to Asia	N/A	No grade-level state specific standards applicable for this lesson.
4	Culture	9	Immigrants Bring New Traditions	SS.K-2.5.4	Show evidence of taking individual or group action on one or more problems or issues
4	Culture	10	Communities Around the World	SS.2.1.18.3	Describe how significant people and events have shaped communities and places now and in the past
4	Culture	11	Respecting Diversity	SS.2.1.18.3	Describe how significant people and events have shaped communities and places now and in the past
4	Culture	12	My Culture Story	SS.K-2.4.2	Respectfully ask and answer questions about arguments and explanations
5	Economics	1	Goods and Services	SS.2.3.10.1	Compare goods and services that are produced locally and globally
5	Economics	1	Goods and Services	SS.2.3.12.2	Examine how people are dependent on others for goods and services they cannot produce themselves
5	Economics	2	Consumers and Producers	SS.2.3.10.1	Compare goods and services that are produced locally and globally
5	Economics	2	Consumers and Producers	SS.2.3.12.2	Examine how people are dependent on others for goods and services they cannot produce themselves
5	Economics	3	Resources	SS.2.3.10.1	Compare goods and services that are produced locally and globally
5	Economics	4	Producing Goods	SS.2.3.10.1	Compare goods and services that are produced locally and globally
5	Economics	5	Specialization and Innovation	SS.2.3.12.2	Examine how people are dependent on others for goods and services they cannot produce themselves
5	Economics	6	Supply and Demand	SS.K.3.10.2	Describe differences between needs and wants
5	Economics	7	Scarcity	SS.2.4.9.1	Explain how scarcity of resources affects the cost of goods and services
5	Economics	8	Trade Around the World	SS.2.3.12.2	Examine how people are dependent on others for goods and services they cannot produce themselves
5	Economics	9	Imports and Exports	SS.2.3.12.2	Examine how people are dependent on others for goods and services they cannot produce themselves
5	Economics	10	Money	SS.2.4.9.4	Determine costs and benefits of saving money
5	Economics	11	Saving and Spending Money	SS.2.4.9.4	Determine costs and benefits of saving money
5	Economics	12	Banks	SS.2.4.9.4	Determine costs and benefits of saving money
6	Civics	1	What Is Government?	SS.2.3.11.3	Describe public goods and services the government provides
6	Civics	2	City Hall	SS.2.1.6.1	Investigate school, community, and national leaders and their responsibilities
6	Civics	2	City Hall	SS.2.4.8.3	Develop logical solutions to various community problems
6	Civics	2	City Hall	SS.K-2.1.1	Construct a variety of questions about social studies topics with guidance from adults and/or peers

6	Civics	3	Rules and Laws	Attachment 28 - ACAD SS.2.3.11.3	Respectfully ask and answer questions about arguments and explanations
6	Civics	4	Government in Action	SS.2.1.6.1	Investigate school, community, and national leaders and their responsibilities
6	Civics	4	Government in Action	SS.2.3.11.3	Describe public goods and services the government provides

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6	Civics	5	Civic Responsibility	SS.2.1.18.3	Describe how significant people and events have shaped communities and places now and in the past
6	Civics	5	Civic Responsibility	SS.2.1.6.1	Investigate school, community, and national leaders and their responsibilities
6	Civics	5	Civic Responsibility	SS.2.1.7.2	Describe how historical figures exemplify our shared democratic values
6	Civics	5	Civic Responsibility	SS.K-2.5.2	Identify ways in which people are trying to address problems or issues in classrooms, schools, or communities
6	Civics	6	Helping My Community	SS.2.4.8.3	Develop logical solutions to various community problems
6	Civics	6	Helping My Community	SS.K-2.1.1	Construct a variety of questions about social studies topics with guidance from adults and/or peers
6	Civics	6	Helping My Community	SS.K-2.1.2	Construct supporting questions to help answer compelling questions with guidance from adults and/or peers
6	Civics	6	Helping My Community	SS.K-2.4.2	Respectfully ask and answer questions about arguments and explanations
6	Civics	6	Helping My Community	SS.K-2.4.3	Present explanations using a variety of print, oral, and digital technologies
6	Civics	6	Helping My Community	SS.K-2.5.1	Identify problems or issues in classrooms, schools, or communities
6	Civics	6	Helping My Community	SS.K-2.5.3	Use deliberative and democratic procedures (e.g., listening, consensus building, voting) to identify ways to take action on classroom, school, or community problems or issues
6	Civics	6	Helping My Community	SS.K-2.5.4	Show evidence of taking individual or group action on one or more problems or issues
6	Civics	7	Good Citizens in History	SS.2.1.18.3	Describe how significant people and events have shaped communities and places now and in the past
6	Civics	7	Good Citizens in History	SS.2.1.7.2	Describe how historical figures exemplify our shared democratic values
6	Civics	8	Our Founding Documents	SS.2.1.7.2	Describe how historical figures exemplify our shared democratic values
6	Civics	9	National Holidays	SS.2.2.17.2	Construct timelines that sequence historical events
6	Civics	10	American Symbols	SS.2.2.17.2	Construct timelines that sequence historical events
6	Civics	11	American Monuments	SS.2.1.18.3	Describe how significant people and events have shaped communities and places now and in the past
6	Civics	12	Our Nation's Capital	SS.2.1.18.3	Describe how significant people and events have shaped communities and places now and in the past



Hawaii Core Standards for Social Studies (HCSSS) - Grade 3 Attachment 28 - ACAD Compared to Social Studies Grade 3 Summit ED



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Where We Live	1	Maps Have a Purpose	SS.3.3.13.1	Analyze how geographical features affect human life in local communities and those around the world
1	Where We Live	2	Directions and Hemispheres	SS.3.3.13.1	Analyze how geographical features affect human life in local communities and those around the world
1	Where We Live	3	The Places We Live	SS.3.4.14.2	Analyze ways the environment of a community changes over time in various world regions
1	Where We Live	4	Climate: Adapting to Where We Live	SS.3.4.14.2	Analyze ways the environment of a community changes over time in various world regions
1	Where We Live	5	Landforms: Adapting to Where We Live	SS.3.4.9.1	Compare ways that people are addressing the issue of limited natural resources
1	Where We Live	6	Natural Resources: Adapting to Where We Live	SS.3.4.9.1	Compare ways that people are addressing the issue of limited natural resources
1	Where We Live	7	Migration Changes the World	SS.3.3.14.4	Analyze how cultural practices create and influence communities
1	Where We Live	7	Migration Changes the World	SS.3.3.15.2	Investigate factors that influence why people migrate and where they settle
1	Where We Live	7	Migration Changes the World	SS.3.3.16.3	Compare the ways people, goods, and ideas move from place to place
1	Where We Live	7	Migration Changes the World	SS.3.4.16.3	Analyze the effects of disasters on people around the world
1	Where We Live	8	Environments and Settlements	SS.3.3.15.2	Investigate factors that influence why people migrate and where they settle
1	Where We Live	8	Environments and Settlements	SS.3.4.14.2	Analyze ways the environment of a community changes over time in various world regions
1	Where We Live	9	Unit Review and Assessment	Multiple	All assessed standards covered in this unit
2	Our Country	1	Welcome to the United States	SS.3.3.15.2	Investigate factors that influence why people migrate and where they settle
2	Our Country	2	American Landmarks	SS.3.4.14.2	Analyze ways the environment of a community changes over time in various world regions
2	Our Country	3	The West Region	SS.3.3.13.1	Analyze how geographical features affect human life in local communities and those around the world
2	Our Country	3	The West Region	SS.3.3.15.2	Investigate factors that influence why people migrate and where they settle
2	Our Country	4	The Southwest Region	SS.3.3.13.1	Analyze how geographical features affect human life in local communities and those around the world
2	Our Country	4	The Southwest Region	SS.3.3.15.2	Investigate factors that influence why people migrate and where they settle
2	Our Country	5	The Midwest Region	SS.3.3.13.1	Analyze how geographical features affect human life in local communities and those around the world
2	Our Country	5	The Midwest Region	SS.3.3.15.2	Investigate factors that influence why people migrate and where they settle
2	Our Country	6	The Southeast Region	SS.3.3.13.1	Analyze how geographical features affect human life in local communities and those around the world
2	Our Country	6	The Southeast Region	SS.3.3.15.2	Investigate factors that influence why people migrate and where they settle
2	Our Country	7	The Northeast Region	SS.3.3.13.1	Analyze how geographical features affect human life in local communities and those around the world
2	Our Country	7	The Northeast Region	SS.3.3.15.2	Investigate factors that influence why people migrate and where they settle
2	Our Country	8	The Five U.S. Regions	SS.3.3.13.1	Analyze how geographical features affect human life in local communities and those around the world

2	Our Country	8	The Five U.S. Regions	SS.3.3.15.2	Investigate factors that influence why people migrate and where they settle
2	Our Country	9	Unit Review and Assessment	Multiple	All assessed standards covered in this unit
3	Cultural Traditions	1	Culture Around the World	SS.3.3.14.4	Analyze how cultural practices create and influence communities
3	Cultural Traditions	2	Cultures Around Us	SS.3.3.14.4	Analyze how cultural practices create and influence communities
3	Cultural Traditions	3	The American Mosaic	SS.3.1.19.3	Explain how groups have worked to effect change in American society
3	Cultural Traditions	4	American Celebrations and Symbols	SS.3.1.19.3	Explain how groups have worked to effect change in American society
3	Cultural Traditions	5	Culture Characteristics	SS.3.1.19.3	Explain how groups have worked to effect change in American society
3	Cultural Traditions	6	Communities and Culture	SS.3.3.14.4	Analyze how cultural practices create and influence communities
3	Cultural Traditions	7	Cultural Changes	SS.3.3.14.4	Analyze how cultural practices create and influence communities
3	Cultural Traditions	8	Cultural Time Lines	SS.3.3.17.5	Analyze connections among historical events using a timeline
3	Cultural Traditions	8	Cultural Time Lines	SS.3.4.14.2	Analyze ways the environment of a community changes over time in various world regions
3	Cultural Traditions	9	Unit Review and Assessment	Multiple	All assessed standards covered in this unit
4	American Government	1	The Constitution and Declaration of Independence	SS.3.1.7.2	Describe the relationship between authority and power
4	American Government	2	Branches of Government	SS.3.1.7.2	Describe the relationship between authority and power
4	American Government	3	The Structure of Government	SS.3.1.7.2	Describe the relationship between authority and power
4	American Government	3	The Structure of Government	SS.3.2.6.5	Explain the purpose of various government functions
4	American Government	4	State Government	SS.3.1.7.3	Describe the relationship between authority and power
4	American Government	5	Tribal Governments	SS.3.2.6.5	Explain the purpose of various government functions
4	American Government	6	Functions of Government	SS.3.1.7.2	Describe the relationship between authority and power
4	American Government	6	Functions of Government	SS.3.2.6.5	Explain the purpose of various government functions
4	American Government	7	Local Government	SS.3.1.7.2	Describe the relationship between authority and power
4	American Government	7	Local Government	SS.3.2.6.5	Explain the purpose of various government functions
4	American Government	8	The Importance of Voting	SS.3.1.19.3	Explain how groups have worked to effect change in American society
4	American Government	8	The Importance of Voting	SS.3.2.7.3	Explain how to be a responsible and active citizen in a democracy
4	American Government	8	The Importance of Voting	SS.3.2.7.4	Explain how democratic rights promote equality and opportunity
4	American Government	9	Unit Review and Assessment	SS.3.1.7.2	Describe the relationship between authority and power
5	Citizenship	1	Rights and Responsibilities	SS.3.2.7.3	Explain how to be a responsible and active citizen in a democracy
5	Citizenship	2	Community Participation	SS.3.1.19.3	Explain how groups have worked to effect change in American society
5	Citizenship	2	Community Participation	SS.3.2.7.3	Explain how to be a responsible and active citizen in a democracy
5	Citizenship	2	Community Participation	SS.3.2.7.4	Explain how democratic rights promote equality and opportunity
5	Citizenship	3	Being a Good Citizen	SS.3.1.19.3	Explain how groups have worked to effect change in American society
5	Citizenship	4	Citizenship in the Community	SS.3.1.19.3	Explain how groups have worked to effect change in American society
5	Citizenship	5	Local, State, and Regional Leaders	SS.3.1.8.1	Explore how people can change rules and laws, and how these changes affect society
5	Citizenship	6	Understanding Civic Issues	SS.3.1.8.1	Explore how people can change rules and laws, and how these changes affect society
5	Citizenship	7	Understanding Taxes	SS.1.2.9.1	Explain how scarcity is a result of limited resources
5	Citizenship	7	Understanding Taxes	SS.1.4.10.1	Compare differences between goods and services
5	Citizenship	7	Understanding Taxes	SS.3.2.7.3	Explain how to be a responsible and active citizen in a democracy
5	Citizenship	8	Ruby Bridges and the Civil Rights Movement	SS 1.3.17.1	Investigate historically significant events, people, and observances in history
5	Citizenship	8	Ruby Bridges and the Civil Rights Movement	SS.3.1.8.1	Explore how people can change rules and laws, and how these changes affect society
5	Citizenship	9	Unit Review and Assessment	Multiple	All assessed standards covered in this unit
6	Making a Difference	1	Humans and the Environment, Part 1	SS.3-5.4.3	Present arguments and explanations using a variety of print, oral, and digital technologies
6	Making a Difference	1	Humans and the Environment, Part 1	SS.3-5.5.1	Identify local, regional, or global problems or issues in various times and places

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6	Making a Difference	2	Humans and the Environment	SS.3-5.1	Identify local, regional, or global problems or issues in various times and places
6	Making a Difference	3	What Is a Public Issue?	SS.3-5.1.1	Construct compelling questions and explain the importance of the questions to self and others
6	Making a Difference	3	What Is a Public Issue?	SS.3-5.4.3	Present arguments and explanations using a variety of print, oral, and digital technologies
6	Making a Difference	3	What Is a Public Issue?	SS.3-5.5.1	Identify local, regional, or global problems or issues in various times and places
6	Making a Difference	3	What Is a Public Issue?	SS.3-5.5.2	Explain different ways students could work individually or in collaboration with others (e.g., other students, teachers, community and/or global organizations) to address local, regional, or global problems or issues and predict possible results of their actions
6	Making a Difference	3	What Is a Public Issue?	SS.3-5.5.3	Use deliberative and democratic procedures (e.g., listening, consensus-building, voting) to identify ways to take action about local and/or regional problems or issues
6	Making a Difference	3	What Is a Public Issue?	SS.3.4.18.4	Assess the reliability and accuracy of differing historical accounts
6	Making a Difference	4	Searching for Solutions, Part 1	SS.3-5.1.3	Create supporting questions to help answer compelling questions
6	Making a Difference	4	Searching for Solutions, Part 1	SS.3-5.5.2	Explain different ways students could work individually or in collaboration with others (e.g., other students, teachers, community and/or global organizations) to address local, regional, or global problems or issues and predict possible results of their actions
6	Making a Difference	4	Searching for Solutions, Part 1	SS.3-5.5.3	Use deliberative and democratic procedures (e.g., listening, consensus-building, voting) to identify ways to take action about local and/or regional problems or issues
6	Making a Difference	4	Searching for Solutions, Part 1	SS.3.4.18.4	Assess the reliability and accuracy of differing historical accounts
6	Making a Difference	5	Searching for Solutions, Part 2	SS.3-5.1.3	Create supporting questions to help answer compelling questions
6	Making a Difference	5	Searching for Solutions, Part 2	SS.3-5.5.1	Identify local, regional, or global problems or issues in various times and places
6	Making a Difference	6	Considering Your Sources	SS.3-5.2.1	Determine whether a source is primarily fact or opinion
6	Making a Difference	6	Considering Your Sources	SS.3-5.2.2	Determine whether a source is primary or secondary
6	Making a Difference	6	Considering Your Sources	SS.3-5.2.3	Gather relevant information from multiple sources that would be helpful in addressing compelling and supporting questions
6	Making a Difference	6	Considering Your Sources	SS.3.4.18.4	Assess the reliability and accuracy of differing historical accounts
6	Making a Difference	7	Drafting an Argument	SS.3-5.3.1	Develop claims in response to compelling questions
6	Making a Difference	7	Drafting an Argument	SS.3-5.3.2	Identify specific evidence that supports the claims
6	Making a Difference	7	Drafting an Argument	SS.3-5.4.1	Construct arguments and explanations about classroom, school, or community issues and use relevant reasons to support the arguments
6	Making a Difference	7	Drafting an Argument	SS.3-5.4.3	Present arguments and explanations using a variety of print, oral, and digital technologies
6	Making a Difference	8	Making the Change	SS.3-5.4.2	Respectfully ask and answer questions about the reasons others use in their arguments and explanations
6	Making a Difference	8	Making the Change	SS.3-5.4.3	Present arguments and explanations using a variety of print, oral, and digital technologies
6	Making a Difference	8	Making the Change	SS.3-5.5.2	Explain different ways students could work individually or in collaboration with others (e.g., other students, teachers, community and/or global organizations) to address local, regional, or global problems or issues and predict possible results of their actions
6	Making a Difference	8	Making the Change	SS.3-5.5.3	Use deliberative and democratic procedures (e.g., listening, consensus-building, voting) to identify ways to take action about local and/or regional problems or issues

6	Making a Difference	8	Making the Change	SS.1.2.9.1	Show evidence of taking individual or group action on one or more problems or issues
6	Making a Difference	9	Unit Review and Assessment	Multiple	All assessed standards covered in this unit
7	Understanding the Economy	1	The American Economy	SS.1.2.9.1	Explain how scarcity is a result of limited resources
7	Understanding the Economy	1	The American Economy	SS.1.4.10.1	Compare differences between goods and services
7	Understanding the Economy	1	The American Economy	SS.3.2.10.2	Explain how public goods and services support community needs
7	Understanding the Economy	2	Resources: Natural, Human, and Capital	SS.1.2.9.1	Explain how scarcity is a result of limited resources
7	Understanding the Economy	3	Specialization and Interdependence	SS.1.2.9.1	Explain how scarcity is a result of limited resources
7	Understanding the Economy	4	Scarcity and Choice	SS.1.2.9.1	Explain how scarcity is a result of limited resources
7	Understanding the Economy	4	Scarcity and Choice	SS.1.4.10.1	Compare differences between goods and services
7	Understanding the Economy	4	Scarcity and Choice	SS.3.2.10.2	Explain how public goods and services support community needs
7	Understanding the Economy	5	Supply and Demand	SS.1.2.9.1	Explain how scarcity is a result of limited resources
7	Understanding the Economy	5	Supply and Demand	SS.1.4.10.1	Compare differences between goods and services
7	Understanding the Economy	5	Supply and Demand	SS.3.1.10.1	Explain the role of money in making exchange easier
7	Understanding the Economy	6	Goods and Services	SS.1.4.10.1	Compare differences between goods and services
7	Understanding the Economy	7	Imports and Exports	SS.3.2.10.2	Explain how public goods and services support community needs
7	Understanding the Economy	8	Transportation and Communication	SS.1.3.17.1	Investigate historically significant events, people, and observances in history
7	Understanding the Economy	8	Transportation and Communication	SS.3.3.16.3	Compare the ways people, goods, and ideas move from place to place
7	Understanding the Economy	9	Unit Review and Assessment	Multiple	All assessed standards covered in this unit
8	Money and Personal Finance	1	Characteristics of Money	SS.1.2.9.1	Explain how scarcity is a result of limited resources
8	Money and Personal Finance	1	Characteristics of Money	SS.1.4.10.1	Compare differences between goods and services
8	Money and Personal Finance	1	Characteristics of Money	SS.3.1.10.1	Explain the role of money in making exchange easier
8	Money and Personal Finance	2	Money and Me	SS.1.2.9.1	Explain how scarcity is a result of limited resources
8	Money and Personal Finance	2	Money and Me	SS.1.4.10.1	Compare differences between goods and services
8	Money and Personal Finance	2	Money and Me	SS.3.1.10.1	Explain the role of money in making exchange easier
8	Money and Personal Finance	3	Buyers and Sellers	SS.1.2.9.1	Explain how scarcity is a result of limited resources
8	Money and Personal Finance	3	Buyers and Sellers	SS.1.4.10.1	Compare differences between goods and services
8	Money and Personal Finance	3	Buyers and Sellers	SS.3.1.10.1	Explain the role of money in making exchange easier
8	Money and Personal Finance	4	Benefits and Costs	SS.1.2.9.1	Explain how scarcity is a result of limited resources
8	Money and Personal Finance	4	Benefits and Costs	SS.1.4.10.1	Compare differences between goods and services
8	Money and Personal Finance	4	Benefits and Costs	SS.3.2.10.2	Explain how public goods and services support community needs
8	Money and Personal Finance	5	Saving Money	SS.1.2.9.1	Explain how scarcity is a result of limited resources
8	Money and Personal Finance	5	Saving Money	SS.1.4.10.1	Compare differences between goods and services
8	Money and Personal Finance	5	Saving Money	SS.3.1.10.1	Explain the role of money in making exchange easier
8	Money and Personal Finance	6	What Are Budgets?	SS.1.2.9.1	Explain how scarcity is a result of limited resources
8	Money and Personal Finance	6	What Are Budgets?	SS.1.4.10.1	Compare differences between goods and services
8	Money and Personal Finance	6	What Are Budgets?	SS.3.1.10.1	Explain the role of money in making exchange easier
8	Money and Personal Finance	7	Changing Economies	SS.1.2.9.1	Explain how scarcity is a result of limited resources
8	Money and Personal Finance	7	Changing Economies	SS.1.4.10.1	Compare differences between goods and services
8	Money and Personal Finance	7	Changing Economies	SS.3-5.2.3	Gather relevant information from multiple sources that would be helpful in addressing compelling and supporting questions
8	Money and Personal Finance	8	Have a Lemonade Stand	SS.1.2.9.1	Explain how scarcity is a result of limited resources
8	Money and Personal Finance	8	Have a Lemonade Stand	SS.1.4.10.1	Compare differences between goods and services
8	Money and Personal Finance	8	Have a Lemonade Stand	SS.3.1.10.1	Explain the role of money in making exchange easier
8	Money and Personal Finance	9	Unit Review and Assessment	Multiple	All assessed standards covered in this unit



Hawaii Social Studies Standards - Grade 5
Attachment 28 - ACAD
Compared to Early American History 5 E1



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	The Earliest Americans	1	History and A History of US	SS.3-5.3.2	Identify specific evidence that supports the claims
1	The Earliest Americans	2	Asking Questions and Making Claims	SS.3-5.2.2	Determine whether a source is primary or secondary
1	The Earliest Americans	3	Maps and Directions	N/A	No grade-level state specific standards applicable for this lesson
1	The Earliest Americans	4	North American Beginnings	SS.5.1.14.1	Explain how the geography of North America shaped the development of Native American societies
1	The Earliest Americans	5	Mapping North American Beginnings	SS.3-5.1.3	Create supporting questions to help answer compelling questions
1	The Earliest Americans	6	Touring the Continent	SS.3-5.3.1	Develop claims in response to compelling questions
1	The Earliest Americans	7	Cliff Dwellers	SS.5.1.14.1	Explain how the geography of North America shaped the development of Native American societies
1	The Earliest Americans	7	Cliff Dwellers	SS.5.1.17.2	Compare elements of culture in early Native American societies
1	The Earliest Americans	8	Native Americans of the Northwest	SS.5.1.14.1	Explain how the geography of North America shaped the development of Native American societies
1	The Earliest Americans	8	Native Americans of the Northwest	SS.5.1.17.2	Compare elements of culture in early Native American societies
1	The Earliest Americans	9	The Plains Peoples	SS.5.1.14.1	Explain how the geography of North America shaped the development of Native American societies
1	The Earliest Americans	9	The Plains Peoples	SS.5.1.17.2	Compare elements of culture in early Native American societies
1	The Earliest Americans	10	The Mound Builders	SS.5.1.14.1	Explain how the geography of North America shaped the development of Native American societies
1	The Earliest Americans	10	The Mound Builders	SS.5.1.17.2	Compare elements of culture in early Native American societies
1	The Earliest Americans	11	The Eastern Woodland Peoples	SS.5.1.14.1	Explain how the geography of North America shaped the development of Native American societies
1	The Earliest Americans	11	The Eastern Woodland Peoples	SS.5.1.17.2	Compare elements of culture in early Native American societies
1	The Earliest Americans	12	Unit Review	Multiple	All assessed standards covered in this unit
1	The Earliest Americans	13	Unit Test	Multiple	All assessed standards covered in this unit
2	European Exploration	1	Navigating Uncharted Waters	SS.5.2.19.2	Analyze the impact of European discovery and settlement on Native Americans
2	European Exploration	2	The Voyage of Columbus	SS.5.2.19.2	Analyze the impact of European discovery and settlement on Native Americans
2	European Exploration	3	Find Your Way Around the World	SS.3-5.3.1	Develop claims in response to compelling questions
2	European Exploration	4	Columbus Journeys On	SS.5.2.19.2	Analyze the impact of European discovery and settlement on Native Americans
2	European Exploration	5	The Spanish Conquest	SS.5.2.19.2	Analyze the impact of European discovery and settlement on Native Americans
2	European Exploration	6	The Search for Gold	SS.5.2.19.2	Analyze the impact of European discovery and settlement on Native Americans
2	European Exploration	7	More Conquistadors and a New Mission	SS.5.2.19.1	Compare motivations of European powers in the exploration and conquest of the New World
2	European Exploration	7	More Conquistadors and a New Mission	SS.5.3.15.1	Analyze how European culture influenced the development of settlements in North America
2	European Exploration	8	The French Explore America	SS.5.3.15.1	Analyze how European culture influenced the development of settlements in North America
2	European Exploration	9	Exploring Bodies of Water	SS.5.2.19.2	Analyze the impact of European discovery and settlement on Native Americans
2	European Exploration	10	From England to America	SS.5.2.19.2	Analyze the impact of European discovery and settlement on Native Americans
2	European Exploration	11	The Rise of the English	SS.5.2.19.2	Analyze the impact of European discovery and settlement on Native Americans
2	European Exploration	12	Unit Review	Multiple	All assessed standards covered in this unit

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2	European Exploration	13	Unit Test	Multiple	All assessed standards covered in this unit
3	Thirteen Colonies, Part 1	1	The Powhatan	SS.5.2.19.2	Analyze the impact of European discovery and settlement on Native Americans
3	Thirteen Colonies, Part 1	2	A Beginning in Virginia	SS.5.2.19.2	Analyze the impact of European discovery and settlement on Native Americans
3	Thirteen Colonies, Part 1	3	John Smith and Jamestown	SS.5.2.19.2	Analyze the impact of European discovery and settlement on Native Americans
3	Thirteen Colonies, Part 1	4	Using Sources to Study the Past	SS.3-5.2.2	Determine whether a source is primary or secondary
3	Thirteen Colonies, Part 1	5	The Rule of Law in Jamestown	SS.3-5.2.2	Determine whether a source is primary or secondary
3	Thirteen Colonies, Part 1	6	Economics 101	SS.3-5.3.1	Develop claims in response to compelling questions
3	Thirteen Colonies, Part 1	7	Tobacco	SS.3-5.3.1	Develop claims in response to compelling questions
3	Thirteen Colonies, Part 1	8	Turning Points	SS.3-5.3.2	Identify specific evidence that supports the claims
3	Thirteen Colonies, Part 1	9	Conflict	SS.5.2.19.1	Compare motivations of European powers in the exploration and conquest of the New World
3	Thirteen Colonies, Part 1	10	The Mayflower	SS.5.2.19.1	Compare motivations of European powers in the exploration and conquest of the New World
3	Thirteen Colonies, Part 1	11	Pilgrims and Promises	SS.5.2.19.1	Compare motivations of European powers in the exploration and conquest of the New World
3	Thirteen Colonies, Part 1	12	What's a Puritan?	SS.5.3.18.3	Explain the role religion played in early colonial society
3	Thirteen Colonies, Part 1	13	New England Villages	SS.5.3.15.1	Analyze how European culture influenced the development of settlements in North America
3	Thirteen Colonies, Part 1	14	Waterways or Waterwheels	SS.5.5.15.1	Draw conclusions about how the physical geography of the New England, Mid-Atlantic, and Southern colonies shaped the development of their unique economies
3	Thirteen Colonies, Part 1	15	Colonial Changes and Adaptations	SS.5.2.19.2	Analyze the impact of European discovery and settlement on Native Americans
3	Thirteen Colonies, Part 1	16	Unit Review	Multiple	All assessed standards covered in this unit
3	Thirteen Colonies, Part 1	17	Unit Test	Multiple	All assessed standards covered in this unit
4	Thirteen Colonies, Part 2	1	Breaks with Tradition: Roger Williams	SS.5.5.15.1	Draw conclusions about how the physical geography of the New England, Mid-Atlantic, and Southern colonies shaped the development of their unique economies
4	Thirteen Colonies, Part 2	2	Breaks with Tradition: Anne Hutchinson and Mary Dyer	SS.5.5.18.2	Explain the roles of women in Colonial America
4	Thirteen Colonies, Part 2	3	Elsewhere in New England	SS.5.5.18.2	Explain the roles of women in Colonial America
4	Thirteen Colonies, Part 2	4	The Middle Colonies	SS.5.5.18.2	Explain the roles of women in Colonial America
4	Thirteen Colonies, Part 2	5	Toleration Triumphs	SS.5.5.18.2	Explain the roles of women in Colonial America
4	Thirteen Colonies, Part 2	6	Colonization Heads South	SS.5.4.18.3	Draw conclusions about the lives of enslaved people in the American colonies
4	Thirteen Colonies, Part 2	7	African American Culture	SS.5.4.18.3	Draw conclusions about the lives of enslaved people in the American colonies
4	Thirteen Colonies, Part 2	8	Free Blacks and Fugitive Slaves	SS.5.4.18.3	Draw conclusions about the lives of enslaved people in the American colonies
4	Thirteen Colonies, Part 2	9	Colonial Life in the South	SS.5.5.18.2	Explain the roles of women in Colonial America
4	Thirteen Colonies, Part 2	10	Perspectives on Colonial Life	SS.3-5.2.1	Determine whether a source is primarily fact or opinion
4	Thirteen Colonies, Part 2	11	Triangles of Trade	SS.5.4.15.1	Explain the system and impact of the transatlantic slave trade
4	Thirteen Colonies, Part 2	12	Economics 102	N/A	No grade-level state specific standards applicable for this lesson
4	Thirteen Colonies, Part 2	13	Resources and the Triangular Trade	SS.5.4.15.1	Explain the system and impact of the transatlantic slave trade
4	Thirteen Colonies, Part 2	14	The French and Indian War	SS.3-5.3.1	Develop claims in response to compelling questions
4	Thirteen Colonies, Part 2	15	The War Continues	SS.3-5.3.1	Develop claims in response to compelling questions
4	Thirteen Colonies, Part 2	16	Looking West	SS.3-5.3.1	Develop claims in response to compelling questions
4	Thirteen Colonies, Part 2	17	Unit Review	Multiple	All assessed standards covered in this unit

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4	Thirteen Colonies, Part 2	18	Unit Test	Multiple	All assessed standards covered in this unit
5	The American Revolution	1	The Stamp of English Rights	SS.3-5.3.1	Develop claims in response to compelling questions
5	The American Revolution	2	Give Us Liberty!	SS.5.6.19.1	Analyze how economic and political conflicts between the colonies and England led to the American Revolution
5	The American Revolution	2	Give Us Liberty!	SS.5.6.19.3	Explain the significance of key battles, alliances, and people on the outcome of the Revolutionary War
5	The American Revolution	3	The Boston Massacre	SS.5.6.19.3	Explain the significance of key battles, alliances, and people on the outcome of the Revolutionary War
5	The American Revolution	4	The Shot Heard Round the World	SS.5.6.18.4	Compare diverse perspectives of participants during the Revolutionary War
5	The American Revolution	4	The Shot Heard Round the World	SS.5.6.19.3	Explain the significance of key battles, alliances, and people on the outcome of the Revolutionary War
5	The American Revolution	5	Mapping Change	SS.3-5.3.1	Develop claims in response to compelling questions
5	The American Revolution	6	A Continental Congress	SS.3-5.3.1	Develop claims in response to compelling questions
5	The American Revolution	7	The Fighting Begins	SS.5.6.19.3	Explain the significance of key battles, alliances, and people on the outcome of the Revolutionary War
5	The American Revolution	8	Will You Sign?	SS.5.6.19.3	Explain the significance of key battles, alliances, and people on the outcome of the Revolutionary War
5	The American Revolution	9	Life, Liberty, and the Pursuit of Happiness	SS.5.6.19.3	Explain the significance of key battles, alliances, and people on the outcome of the Revolutionary War
5	The American Revolution	10	Part of the Fight	SS.5.6.19.3	Explain the significance of key battles, alliances, and people on the outcome of the Revolutionary War
5	The American Revolution	11	Liberty for All?	SS.5.6.19.3	Explain the significance of key battles, alliances, and people on the outcome of the Revolutionary War
5	The American Revolution	12	Challenges for the Continental Army	SS.5.6.19.3	Explain the significance of key battles, alliances, and people on the outcome of the Revolutionary War
5	The American Revolution	13	A Little Help!	SS.5.6.19.3	Explain the significance of key battles, alliances, and people on the outcome of the Revolutionary War
5	The American Revolution	14	Turning Points	SS.5.6.19.3	Explain the significance of key battles, alliances, and people on the outcome of the Revolutionary War
5	The American Revolution	15	Sweet Surrender	SS.5.6.19.3	Explain the significance of key battles, alliances, and people on the outcome of the Revolutionary War
5	The American Revolution	16	The Treaty of Paris	SS.5.6.19.3	Explain the significance of key battles, alliances, and people on the outcome of the Revolutionary War
5	The American Revolution	17	Unit Review	Multiple	All assessed standards covered in this unit
5	The American Revolution	18	Unit Test	Multiple	All assessed standards covered in this unit
6	A New Nation	1	Confederation and Constitutions	SS.5.6.7.2	Explain how principles in the Declaration of Independence became unifying ideas of American democracy
6	A New Nation	2	The Northwest Ordinance	SS.3-5.3.1	Develop claims in response to compelling questions
6	A New Nation	3	A Philadelphia Summer	SS.3-5.3.1	Develop claims in response to compelling questions
6	A New Nation	4	An Important Compromise	SS.3-5.3.1	Develop claims in response to compelling questions
6	A New Nation	5	Ratification	SS.3-5.3.1	Develop claims in response to compelling questions
6	A New Nation	6	The Constitution: Main Ideas	SS.5.6.7.2	Explain how principles in the Declaration of Independence became unifying ideas of American democracy
6	A New Nation	7	The Constitution: Structure	SS.5.6.7.2	Explain how principles in the Declaration of Independence became unifying ideas of American democracy
6	A New Nation	8	The Branches of Government	SS.5.6.7.2	Explain how principles in the Declaration of Independence became unifying ideas of American democracy
6	A New Nation	9	The Bill of Rights	SS.5.6.7.2	Explain how principles in the Declaration of Independence became unifying ideas of American democracy
6	A New Nation	10	The First President	SS.3-5.3.1	Develop claims in response to compelling questions

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6	A New Nation	11	Hamilton and Jefferson	SS.3-5.3.3 Use deliberative and democratic procedures (e.g., listening, consensus-building, voting) to identify ways to take action about local and/or regional problems or issues
6	A New Nation	12	Landmark Supreme Court Cases: Marbury v. Madison	SS.3-5.3.1 Develop claims in response to compelling questions
6	A New Nation	13	Unit Review	Multiple All assessed standards covered in this unit
6	A New Nation	14	Unit Test	Multiple All assessed standards covered in this unit
7	You Can Change History!	1	State and Local Government	SS.3-5.3.1 Develop claims in response to compelling questions
7	You Can Change History!	2	Pathways to Citizenship	SS.3-5.3.1 Develop claims in response to compelling questions
7	You Can Change History!	3	Being a Good Citizen	SS.3-5.3.1 Develop claims in response to compelling questions
7	You Can Change History!	4	Voting	SS.3-5.3.1 Develop claims in response to compelling questions
7	You Can Change History!	5	The Media and Technology	SS.3-5.3.1 Develop claims in response to compelling questions
7	You Can Change History!	6	The Economy and You	SS.3-5.3.1 Develop claims in response to compelling questions
7	You Can Change History!	7	Asking Constitutional Questions	SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others
7	You Can Change History!	7	Asking Constitutional Questions	SS.3-5.1.2 Categorize questions according to the social studies disciplines
7	You Can Change History!	7	Asking Constitutional Questions	SS.3-5.1.3 Create supporting questions to help answer compelling questions
7	You Can Change History!	7	Asking Constitutional Questions	SS.3-5.1.4 Explain how supporting questions help answer compelling questions
7	You Can Change History!	8	Identifying Public Issues	SS.3-5.5.1 Identify local, regional, or global problems or issues in various times and places
7	You Can Change History!	8	Identifying Public Issues	SS.3-5.5.4 Show evidence of taking individual or group action on one or more problems or issues
7	You Can Change History!	9	Gathering Data	SS.3-5.2.1 Determine whether a source is primarily fact or opinion
7	You Can Change History!	9	Gathering Data	SS.3-5.2.2 Determine whether a source is primary or secondary
7	You Can Change History!	10	Evaluating the Evidence, Part 1	SS.K-2.5.4 Show evidence of taking individual or group action on one or more problems or issues
7	You Can Change History!	11	Evaluating the Evidence, Part 2	SS.3-5.5.4 Show evidence of taking individual or group action on one or more problems or issues
7	You Can Change History!	11	Evaluating the Evidence, Part 2	SS.K-2.5.4 Show evidence of taking individual or group action on one or more problems or issues
7	You Can Change History!	12	Forming a Thesis	SS.3-5.2.3 Gather relevant information from multiple sources that would be helpful in addressing compelling and supporting questions
7	You Can Change History!	12	Forming a Thesis	SS.3-5.3.1 Develop claims in response to compelling questions
7	You Can Change History!	12	Forming a Thesis	SS.3-5.3.2 Identify specific evidence that supports the claims
7	You Can Change History!	12	Forming a Thesis	SS.3-5.4.1 Construct arguments and explanations about classroom, school, or community issues and use relevant reasons to support the arguments
7	You Can Change History!	13	Writing a Persuasive Essay, Part 1	SS.3-5.4.1 Construct arguments and explanations about classroom, school, or community issues and use relevant reasons to support the arguments
7	You Can Change History!	13	Writing a Persuasive Essay, Part 1	SS.3-5.4.2 Respectfully ask and answer questions about the reasons others use in their arguments and explanations
7	You Can Change History!	14	Writing a Persuasive Essay, Part 2	SS.3-5.4.1 Construct arguments and explanations about classroom, school, or community issues and use relevant reasons to support the arguments
7	You Can Change History!	14	Writing a Persuasive Essay, Part 2	SS.3-5.4.2 Respectfully ask and answer questions about the reasons others use in their arguments and explanations
7	You Can Change History!	14	Writing a Persuasive Essay, Part 2	SS.3-5.5.4 Show evidence of taking individual or group action on one or more problems or issues
7	You Can Change History!	14	Writing a Persuasive Essay, Part 2	SS.K-2.5.4 Show evidence of taking individual or group action on one or more problems or issues

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7	You Can Change History!	15	Making an Action Plan	SS.3-5.5.2 Explain different ways students could work individually or in collaboration with others (e.g., other students, teachers, community and/or global organizations) to address local, regional, or global problems or issues and predict possible results of their actions
7	You Can Change History!	15	Making an Action Plan	SS.3-5.5.4 Show evidence of taking individual or group action on one or more problems or issues
7	You Can Change History!	15	Making an Action Plan	SS.K-2.5.4 Show evidence of taking individual or group action on one or more problems or issues



Hawaii Grade 6 World History Standards Attachment 28 - ACAD Compared to HST07E2 World History I



Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	History: The Map of Time	1	History and You	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of view
A	1	History: The Map of Time	2	When?	SS.6-8.2.3	Gather relevant information from credible sources representing a wide range of view
A	1	History: The Map of Time	3	Where?	SS.6-8.2.4	Gather relevant information from credible sources representing a wide range of view
A	1	History: The Map of Time	4	Maps, Maps, Maps	SS.6-8.2.5	Gather relevant information from credible sources representing a wide range of view
A	1	History: The Map of Time	5	Thinking Geographically	SS.6-8.2.6	Gather relevant information from credible sources representing a wide range of view
A	1	History: The Map of Time	6	Physical Characteristics and Systems of North America	SS.6-8.2.7	Gather relevant information from credible sources representing a wide range of view
A	1	History: The Map of Time	7	Geography and Climate	SS.6-8.2.8	Gather relevant information from credible sources representing a wide range of view
A	1	History: The Map of Time	8	Unit Review and Test	SS.6-8.2.9	Gather relevant information from credible sources representing a wide range of view
A	2	From Gathering to Growing	1	How Long is Long?	SS.6-8.2.10	Gather relevant information from credible sources representing a wide range of view
A	2	From Gathering to Growing	2	Prehistory: Hunter Gatherers and Cave Dwellers	SS.6-8.2.11	Gather relevant information from credible sources representing a wide range of view
A	2	From Gathering to Growing	3	Cave Paintings: What Do We Know About Lascaux?	SS.6-8.2.12	Gather relevant information from credible sources representing a wide range of view
A	2	From Gathering to Growing	4	New Evidence of Earliest Settlements	SS.6-8.2.13	Gather relevant information from credible sources representing a wide range of view
A	2	From Gathering to Growing	5	From Nomad to Farmer	SS.6-8.2.14	Gather relevant information from credible sources representing a wide range of view
A	2	From Gathering to Growing	6	Leaping Forward	SS.6-8.2.15	Gather relevant information from credible sources representing a wide range of view
A	2	From Gathering to Growing	7	Unit Review and Test	SS.6-8.2.16	Gather relevant information from credible sources representing a wide range of view
A	3	The Mesopotamian Moment	1	How Do We Know?	SS.6.1.19.3	Analyze the role of technological change in early river valley civilizations
A	3	The Mesopotamian Moment	2	Finding Sumer	SS.6.1.19.4	Analyze the role of technological change in early river valley civilizations
A	3	The Mesopotamian Moment	3	Cities of Sumer	SS.6.1.19.5	Analyze the role of technological change in early river valley civilizations
A	3	The Mesopotamian Moment	4	Growing Trade	SS.6.1.19.3	Analyze the role of technological change in early river valley civilizations
A	3	The Mesopotamian Moment	5	Ideas About the Gods	SS.6.1.6.2	Explain the connection between politics and religion in the complex societies of Mesopotamia, Egypt, and China
A	3	The Mesopotamian Moment	6	A Ziggurat to the Gods	SS.6.1.6.3	Explain the connection between politics and religion in the complex societies of Mesopotamia, Egypt, and China
A	3	The Mesopotamian Moment	7	Writing It Down	SS.6.1.6.4	Explain the connection between politics and religion in the complex societies of Mesopotamia, Egypt, and China
A	3	The Mesopotamian Moment	8	The Epic of Gilgamesh	SS.6-8.2.1	Evaluate the credibility of a source by examining its origin, author, context, and content
A	3	The Mesopotamian Moment	8	The Epic of Gilgamesh	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	3	The Mesopotamian Moment	9	Sumer No More	SS.6.1.6.4	Explain the connection between politics and religion in the complex societies of Mesopotamia, Egypt, and China

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A	3	The Mesopotamian Moment	10	Sargon: A Man of War	SS.6.1.6.5	Explain the connection between politics and religion in the complex societies of Mesopotamia, Egypt, and China
A	3	The Mesopotamian Moment	11	Hammurabi's Code	SS.6.1.6.6	Explain the connection between politics and religion in the complex societies of Mesopotamia, Egypt, and China
A	3	The Mesopotamian Moment	12	Nebuchadnezzar Builds	SS.6.1.6.7	Explain the connection between politics and religion in the complex societies of Mesopotamia, Egypt, and China
A	3	The Mesopotamian Moment	13	Unit Review	SS.6.1.6.8	Explain the connection between politics and religion in the complex societies of Mesopotamia, Egypt, and China
A	3	The Mesopotamian Moment	14	Unit Test	SS.6.1.6.9	Explain the connection between politics and religion in the complex societies of Mesopotamia, Egypt, and China
A	4	Civilization Spreads	1	A River Rules	SS.6.1.6.10	Explain the connection between politics and religion in the complex societies of Mesopotamia, Egypt, and China
A	4	Civilization Spreads	2	Building Power and Pyramids	SS.6.1.6.11	Explain the connection between politics and religion in the complex societies of Mesopotamia, Egypt, and China
A	4	Civilization Spreads	3	More Ancient African Civilizations	SS.6.1.6.12	Explain the connection between politics and religion in the complex societies of Mesopotamia, Egypt, and China
A	4	Civilization Spreads	4	Something to Write About	SS.6.1.6.13	Explain the connection between politics and religion in the complex societies of Mesopotamia, Egypt, and China
A	4	Civilization Spreads	5	Life In Ancient Egypt	SS.6.1.6.14	Explain the connection between politics and religion in the complex societies of Mesopotamia, Egypt, and China
A	4	Civilization Spreads	6	How Many Kingdoms?	SS.6.1.6.15	Explain the connection between politics and religion in the complex societies of Mesopotamia, Egypt, and China
A	4	Civilization Spreads	7	Significant Pharaohs	SS.6.1.6.2	Explain the connection between politics and religion in the complex societies of Mesopotamia, Egypt, and China
A	4	Civilization Spreads	8	Ramses II: Conqueror and Builder	SS.6.1.14.1	Compare cultural characteristics of early river valley civilizations
A	4	Civilization Spreads	9	Thinking About Egypt	SS.6.1.14.2	Compare cultural characteristics of early river valley civilizations
A	4	Civilization Spreads	10	By the Banks of the Indus	SS.6.1.14.3	Compare cultural characteristics of early river valley civilizations
A	4	Civilization Spreads	11	Remarkable Cities	SS.6.1.14.4	Compare cultural characteristics of early river valley civilizations
A	4	Civilization Spreads	12	Civilization Along the Yellow and Yangtze	SS.6.1.14.5	Compare cultural characteristics of early river valley civilizations
A	4	Civilization Spreads	13	The Silk People	SS.6.1.14.6	Compare cultural characteristics of early river valley civilizations
A	4	Civilization Spreads	14	Writing and Ruling	SS.6.1.14.7	Compare cultural characteristics of early river valley civilizations
A	4	Civilization Spreads	15	Mapping	SS.6.1.14.8	Compare cultural characteristics of early river valley civilizations
A	4	Civilization Spreads	16	Nubia and the Nubians	SS.6.1.14.9	Compare cultural characteristics of early river valley civilizations
A	4	Civilization Spreads	17	Unit Review	SS.6.1.14.10	Compare cultural characteristics of early river valley civilizations
A	4	Civilization Spreads	18	Unit Test	SS.6.1.14.11	Compare cultural characteristics of early river valley civilizations
A	5	Writing About the Past	1	Think Before You Write	SS.6-8.3.1	Develop claims and counterclaims while pointing out the strengths and limitations of both
A	5	Writing About the Past	1	Think Before You Write	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	5	Writing About the Past	1	Think Before You Write	SS.6.1.14.1	Compare cultural characteristics of early river valley civilizations
A	5	Writing About the Past	2	Writing	SS.6-8.3.1	Develop claims and counterclaims while pointing out the strengths and limitations of both
A	5	Writing About the Past	2	Writing	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	5	Writing About the Past	2	Writing	SS.6.1.14.1	Compare cultural characteristics of early river valley civilizations
A	5	Writing About the Past	3	Write About It	SS.6-8.3.1	Develop claims and counterclaims while pointing out the strengths and limitations of both
A	5	Writing About the Past	3	Write About It	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	5	Writing About the Past	3	Write About It	SS.6.1.14.1	Compare cultural characteristics of early river valley civilizations
A	6	Some Lasting Ideas	1	A Wise Teacher	SS.6.1.6.2	Explain the connection between politics and religion in the complex societies of Mesopotamia, Egypt, and China
A	6	Some Lasting Ideas	2	Relationships and Rulers	SS.6.2.16.3	Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China
A	6	Some Lasting Ideas	2	Relationships and Rulers	SS.6.2.6.1	Describe cultural and political structures in classical eastern societies
A	6	Some Lasting Ideas	2	Relationships and Rulers	SS.6.3.14.1	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period

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A	6	Some Lasting Ideas	3	Who Made a Difference?	SS.6.2.6.2	Describe cultural and political structures in classical eastern societies
A	6	Some Lasting Ideas	4	Qin Shi Huangdi Unites China	SS.6-8.5.1	Identify local, regional and/or global problems or issues using interdisciplinary lenses
A	6	Some Lasting Ideas	4	Qin Shi Huangdi Unites China	SS.6.2.6.1	Describe cultural and political structures in classical eastern societies
A	6	Some Lasting Ideas	5	The Han	SS.6-8.5.2	Identify local, regional and/or global problems or issues using interdisciplinary lenses
A	6	Some Lasting Ideas	6	Ideas of the Indus	SS.6.2.16.3	Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China
A	6	Some Lasting Ideas	7	The Hindu View	SS.6.2.16.4	Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China
A	6	Some Lasting Ideas	8	The Enlightened One	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	6	Some Lasting Ideas	8	The Enlightened One	SS.9-12.2.1	Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
A	6	Some Lasting Ideas	9	A Search for Goodness	SS.6.2.6.1	Describe cultural and political structures in classical eastern societies
A	6	Some Lasting Ideas	10	Diffusion	SS.6-8.2.3	Gather relevant information from credible sources representing a wide range of view
A	6	Some Lasting Ideas	11	Cultural Diffusion	SS.6-8.2.3	Gather relevant information from credible sources representing a wide range of view
A	6	Some Lasting Ideas	12	Unit Review	SS.6-8.2.4	Gather relevant information from credible sources representing a wide range of view
A	6	Some Lasting Ideas	13	Unit Test	SS.6-8.2.5	Gather relevant information from credible sources representing a wide range of view
A	7	More Lasting Ideas	1	Monotheism Takes Hold	SS.6-8.2.6	Gather relevant information from credible sources representing a wide range of view
A	7	More Lasting Ideas	2	Covenants	SS.6-8.2.7	Gather relevant information from credible sources representing a wide range of view
A	7	More Lasting Ideas	3	The Law	SS.6-8.2.8	Gather relevant information from credible sources representing a wide range of view
A	7	More Lasting Ideas	4	Kings	SS.6-8.2.9	Gather relevant information from credible sources representing a wide range of view
A	7	More Lasting Ideas	5	Renewing Their Faith	SS.6.3.14.1	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period
A	7	More Lasting Ideas	6	Another Land	SS.6.3.14.2	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period
A	7	More Lasting Ideas	7	Gods in Ancient Greece	SS.6.3.14.3	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period
A	7	More Lasting Ideas	8	The Gift of Reason	SS.6.3.14.4	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period
A	7	More Lasting Ideas	9	Stories and Games	SS.6.3.14.5	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period
A	7	More Lasting Ideas	10	Arts and Histories	SS.6.3.14.6	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period
A	7	More Lasting Ideas	11	The Polis	SS.6.3.14.7	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period
A	7	More Lasting Ideas	12	Telling Tales	SS.6.3.14.8	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period
A	7	More Lasting Ideas	13	Unit Review	SS.6.3.14.9	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period
A	7	More Lasting Ideas	14	Unit Test	SS.6.3.14.10	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period
A	8	Write Again	1	Preparing to Write	SS.6-8.2.8	Gather relevant information from credible sources representing a wide range of view
A	8	Write Again	2	Organizing Thoughts	SS.6-8.2.9	Gather relevant information from credible sources representing a wide range of view

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A	8	Write Again	3	Writing	SS.6-8.2.10	Gather relevant information from credible sources representing a wide range of view
A	8	Write Again	4	Write the Essay	SS.6-8.2.11	Gather relevant information from credible sources representing a wide range of view
A	9	Semester A Review and Test	1	Semester Review 1	SS.6-8.2.12	Gather relevant information from credible sources representing a wide range of view
A	9	Semester A Review and Test	2	Semester Review 2	SS.6-8.2.13	Gather relevant information from credible sources representing a wide range of view
A	9	Semester A Review and Test	3	Semester Review 3	SS.6-8.2.14	Gather relevant information from credible sources representing a wide range of view
A	9	Semester A Review and Test	4	Semester Review 4	SS.6-8.2.15	Gather relevant information from credible sources representing a wide range of view
A	9	Semester A Review and Test	5	Semester Review 5	SS.6-8.2.16	Gather relevant information from credible sources representing a wide range of view
A	9	Semester A Review and Test	6	Semester Review 6	SS.6-8.2.17	Gather relevant information from credible sources representing a wide range of view
A	9	Semester A Review and Test	7	Semester A Final Review	SS.6-8.2.18	Gather relevant information from credible sources representing a wide range of view
A	9	Semester A Review and Test	8	Semester Test, Part 1	SS.6-8.2.19	Gather relevant information from credible sources representing a wide range of view
A	9	Semester A Review and Test	9	Semester Test, Part 2	SS.6-8.2.20	Gather relevant information from credible sources representing a wide range of view
A	N/A	Portable Course Materials	1	Student Resources	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
A	N/A	Portable Course Materials	2	Teacher Resources	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
B	1	Classical Greece	1	Classically Different Ways of Life	SS.6.2.6.2	Describe cultural and political structures in classical western societies
B	1	Classical Greece	2	Athens	SS.6.2.6.2	Describe cultural and political structures in classical western societies
B	1	Classical Greece	3	Greek Contributions to Western Culture	SS.6.2.6.3	Describe cultural and political structures in classical western societies
B	1	Classical Greece	4	An Empire Threatens	SS.6.2.6.4	Describe cultural and political structures in classical western societies
B	1	Classical Greece	5	Free to Flourish	SS.6.2.6.5	Describe cultural and political structures in classical western societies
B	1	Classical Greece	6	A Golden Time	SS.6.2.6.6	Describe cultural and political structures in classical western societies
B	1	Classical Greece	7	Art and Architecture	SS.6.2.16.3	Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China
B	1	Classical Greece	8	The Play's the Thing	SS.6.2.16.4	Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China
B	1	Classical Greece	9	The Decline of Athens	SS.6.2.16.5	Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China
B	1	Classical Greece	10	Different Perspectives	SS.6.2.16.6	Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China
B	1	Classical Greece	11	Three Great Thinkers	SS.6.2.16.7	Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China
B	1	Classical Greece	12	More About Great Thinkers	SS.6.2.16.8	Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China
B	1	Classical Greece	13	Alexander the Great	SS.6.2.6.2	Describe cultural and political structures in classical western societies
B	1	Classical Greece	14	Unit Review	SS.6.2.6.3	Describe cultural and political structures in classical western societies
B	1	Classical Greece	15	Unit Test	SS.6.2.6.4	Describe cultural and political structures in classical western societies
B	2	Rome: Republic and Empire	1	A Republic is Born	SS.6.2.6.5	Describe cultural and political structures in classical western societies
B	2	Rome: Republic and Empire	2	Celebrating Citizenship	SS.6.2.6.2	Describe cultural and political structures in classical western societies
B	2	Rome: Republic and Empire	3	Fighting for Power	SS.6.2.6.3	Describe cultural and political structures in classical western societies

B	2	Rome: Republic and Empire	4	Julius Caesar	SS.6.2.6.4	Describe cultural and political structures in classical western societies
B	2	Rome: Republic and Empire	5	From Republic to Empire	SS.6.3.6	Describe the trade networks, including the Silk Road and Saharan caravan trade; conflicts, including the Crusades and Mongol conquests; communications; and exchanges, including Chinese inventions and the bubonic plague, that linked the
B	2	Rome: Republic and Empire	6	The Real Rome	SS.6-8.2.19	Gather relevant information from credible sources representing a wide range of view
B	2	Rome: Republic and Empire	7	Learning Something New Every Day: Pompeii	SS.6-8.2.19	Gather relevant information from credible sources representing a wide range of view
B	2	Rome: Republic and Empire	8	Rome and Judea	SS.6.3.4	Describe the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times, including Judaism, Confucianism, Daoism, Hinduism, Buddhism, Greek philosophy, Christianity, and Islam
B	2	Rome: Republic and Empire	9	Jesus of Nazareth	SS.6.3.4	Describe the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times, including Judaism, Confucianism, Daoism, Hinduism, Buddhism, Greek philosophy, Christianity, and Islam
B	2	Rome: Republic and Empire	10	A New Religion	SS.6.3.4	Describe the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times, including Judaism, Confucianism, Daoism, Hinduism, Buddhism, Greek philosophy, Christianity, and Islam
B	2	Rome: Republic and Empire	11	Conflicts for Christians	SS.6.3.5	Describe the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times, including Judaism, Confucianism, Daoism, Hinduism, Buddhism, Greek philosophy, Christianity, and Islam
B	2	Rome: Republic and Empire	12	Empire in Crisis	SS.6.2.19.4	Compare causes of decline in the Roman, Han, and Gupta empires
B	2	Rome: Republic and Empire	13	Barbarians at the Gate	SS.6.2.19.5	Compare causes of decline in the Roman, Han, and Gupta empires
B	2	Rome: Republic and Empire	14	Who Were They?	SS.6.2.19.6	Compare causes of decline in the Roman, Han, and Gupta empires
B	2	Rome: Republic and Empire	15	Legacies, Part 1	SS.6.2.16.3	Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China
B	2	Rome: Republic and Empire	15	Legacies, Part 1	SS.6.2.6.2	Describe cultural and political structures in classical western societies
B	2	Rome: Republic and Empire	16	Legacies, Part 2	SS.6.2.16.3	Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China
B	2	Rome: Republic and Empire	16	Legacies, Part 2	SS.6.2.6.2	Describe cultural and political structures in classical western societies
B	2	Rome: Republic and Empire	17	Unit Review	SS.6.2.6.3	Describe cultural and political structures in classical western societies
B	2	Rome: Republic and Empire	18	Unit Test	SS.6.2.6.4	Describe cultural and political structures in classical western societies
B	3	Empires	1	Byzantine Beauty	SS.6.3.14.1	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period
B	3	Empires	2	Justinian and Theodora	SS.6.3.14.2	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period
B	3	Empires	3	The Origins of Islam	SS.6.3.14.3	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period
B	3	Empires	4	Islam Emerges	SS.6.3.14.1	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period
B	3	Empires	5	Religion and Empire	SS.6.3.14.1	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period
B	3	Empires	5	Religion and Empire	SS.6.4.15.1	Analyze the importance of innovations of the Middle Eastern Abbasid Dynasty, Indian Gupta Empire, and Chinese Tang and Song Dynasties
B	3	Empires	6	Scholars and Storytellers	SS.6.4.15.1	Analyze the importance of innovations of the Middle Eastern Abbasid Dynasty, Indian Gupta Empire, and Chinese Tang and Song Dynasties
B	3	Empires	7	More Mapping	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
B	3	Empires	8	Mapping Africa	SS.6-8.3.3	Identify specific evidence that supports the claims and counterclaims
B	3	Empires	9	Gold and Salt	SS.6-8.3.4	Identify specific evidence that supports the claims and counterclaims
B	3	Empires	10	A Man Called Mansa Musa	SS.6-8.3.5	Identify specific evidence that supports the claims and counterclaims

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B	3	Empires	11	Canada's First Peoples	SS.6-8.3.6	Identify specific evidence that supports the claims and counterclaims
B	3	Empires	12	Unit Review	SS.6-8.3.7	Identify specific evidence that supports the claims and counterclaims
B	3	Empires	13	Unit Test	SS.6-8.3.8	Identify specific evidence that supports the claims and counterclaims
B	4	In Western Europe	1	Where to Turn?	SS.6.4.19.3	Explain how the fall of the Roman Empire led to the emergence of European feudalism
B	4	In Western Europe	2	Monasteries Carry On	SS.6.3.14.1	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period
B	4	In Western Europe	3	Charlemagne	SS.6.3.14.2	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period
B	4	In Western Europe	4	Viking Ventures	SS.6.3.14.3	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period
B	4	In Western Europe	5	Gods and Leaders	SS.6.3.14.4	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period
B	4	In Western Europe	6	The Structure of Medieval Society	SS.6.4.19.3	Explain how the fall of the Roman Empire led to the emergence of European feudalism
B	4	In Western Europe	6	The Structure of Medieval Society	SS.6.4.9.4	Describe the distribution of resources among classes in the feudal hierarchy
B	4	In Western Europe	6	The Structure of Medieval Society	SS.6.7.16.1	Compare cultural and technological innovations of the Olmec, Mayan, Aztec, and Inca civilizations
B	4	In Western Europe	7	Manors	SS.6.4.9.4	Describe the distribution of resources among classes in the feudal hierarchy
B	4	In Western Europe	8	Christendom	SS.6-8.2.1	Evaluate the credibility of a source by examining its origin, author, context, and content
B	4	In Western Europe	8	Christendom	SS.9-12.2.1	Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
B	4	In Western Europe	9	Building on Faith	SS.6.3.14.3	Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period
B	4	In Western Europe	10	Cultures in Conflict	SS.6.3.6	Describe the trade networks, including the Silk Road and Saharan caravan trade; conflicts, including the Crusades and Mongol conquests; communications; and exchanges, including Chinese inventions and the bubonic plague, that linked the post-classical societies.
B	4	In Western Europe	10	Cultures in Conflict	SS.6.6.19.2	Describe encounters between Christians, Muslims, and Jews during the Crusades
B	4	In Western Europe	11	Monarch	SS.6.2.6.2	Describe cultural and political structures in classical western societies
B	4	In Western Europe	12	New Ideas of Justice	SS.6.2.6.3	Describe cultural and political structures in classical western societies
B	4	In Western Europe	13	Limiting Power	SS.6.2.6.4	Describe cultural and political structures in classical western societies
B	4	In Western Europe	14	Unit Review	SS.6.2.6.5	Describe cultural and political structures in classical western societies
B	4	In Western Europe	15	Unit Test	SS.6.2.6.6	Describe cultural and political structures in classical western societies
B	5	From Asia to Western Europe Again	1	A New Dynasty	SS.6.2.6.7	Describe cultural and political structures in classical western societies
B	5	From Asia to Western Europe Again	2	Changing the Earth	SS.6.2.6.3	Describe cultural and political structures in classical western societies
B	5	From Asia to Western Europe Again	3	A Golden Age	SS.6.4.15.1	Analyze the importance of innovations of the Middle Eastern Abbasid Dynasty, Indian Gupta Empire, and Chinese Tang and Song Dynasties
B	5	From Asia to Western Europe Again	4	Remarkable Achievements	SS.6.4.15.1	Analyze the importance of innovations of the Middle Eastern Abbasid Dynasty, Indian Gupta Empire, and Chinese Tang and Song Dynasties
B	5	From Asia to Western Europe Again	5	African Empires and Their Legacy	SS.6.4.14.2	Explain the reasons for expansion of Sub-Saharan African regions
B	5	From Asia to Western Europe Again	6	The Mongols	SS.6.6.15.1	Explain how encounters and exchanges of the Mongols linked the world
B	5	From Asia to Western Europe Again	7	Conquering Khans	SS.6.6.15.1	Explain how encounters and exchanges of the Mongols linked the world
B	5	From Asia to Western Europe Again	8	A World Traveler	SS.6.4.15.1	Analyze the importance of innovations of the Middle Eastern Abbasid Dynasty, Indian Gupta Empire, and Chinese Tang and Song Dynasties
B	5	From Asia to Western Europe Again	9	How Many Years of War?	SS.6.4.15.1	Analyze the importance of innovations of the Middle Eastern Abbasid Dynasty, Indian Gupta Empire, and Chinese Tang and Song Dynasties
B	5	From East Asia to Western Europe Again	10	Plague!	SS.6-8.2.1	Evaluate the credibility of a source by examining its origin, author, context, and content

B	5	From East Asia to Western Europe Again	10	Plague!	Attachment 28 - ACAD SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of view
B	5	From East Asia to Western Europe Again	10	Plague!	SS.6.3.6	Describe the trade networks, including the Silk Road and Saharan caravan trade; conflicts, including the Crusades and Mongol conquests; communications; and exchanges, including Chinese inventions and the bubonic plague, that linked the post-classical societies.
B	5	From East Asia to Western Europe Again	10	Plague!	SS.6.8.17.2	Analyze social, political, and economic effects of the Black Death on Europe
B	5	From East Asia to Western Europe Again	11	Unit Review	SS.6.3.7	Describe the trade networks, including the Silk Road and Saharan caravan trade; conflicts, including the Crusades and Mongol conquests; communications; and exchanges, including Chinese inventions and the bubonic plague, that linked the post-classical societies.
B	5	From East Asia to Western Europe Again	12	Unit Test	SS.6.3.8	Describe the trade networks, including the Silk Road and Saharan caravan trade; conflicts, including the Crusades and Mongol conquests; communications; and exchanges, including Chinese inventions and the bubonic plague, that linked the post-classical societies.
B	6	Seek the Silk Road	1	Summing Up	SS.6.3.9	Describe the trade networks, including the Silk Road and Saharan caravan trade; conflicts, including the Crusades and Mongol conquests; communications; and exchanges, including Chinese inventions and the bubonic plague, that linked the post-classical societies.
B	6	Seek the Silk Road	2	The Big Picture	SS.6.3.10	Describe the trade networks, including the Silk Road and Saharan caravan trade; conflicts, including the Crusades and Mongol conquests; communications; and exchanges, including Chinese inventions and the bubonic plague, that linked the post-classical societies.
B	6	Seek the Silk Road	3	Trade, Trade, Trade	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
B	6	Seek the Silk Road	3	Trade, Trade, Trade	SS.6.5.10.1	Describe how trade networks and the transfer of goods and ideas linked post-classical societies
B	6	Seek the Silk Road	3	Trade, Trade, Trade	SS.6.5.15.2	Explain how the transfer of goods and ideas along trade routes affected ideas and cultures of different people in post-classical societies
B	6	Seek the Silk Road	4	Finding Information	SS.6-8.1.1	Create compelling questions representing key ideas of the disciplines
B	6	Seek the Silk Road	4	Finding Information	SS.6-8.1.3	Create supporting questions that address key ideas identified in compelling questions
B	6	Seek the Silk Road	4	Finding Information	SS.6-8.1.4	Explain the relationship between compelling and supporting questions
B	6	Seek the Silk Road	4	Finding Information	SS.6-8.2.1	Evaluate the credibility of a source by examining its origin, author, context, and content
B	6	Seek the Silk Road	4	Finding Information	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of view
B	6	Seek the Silk Road	5	Finding More Information	SS.6-8.2.1	Evaluate the credibility of a source by examining its origin, author, context, and content
B	6	Seek the Silk Road	5	Finding More Information	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of view
B	6	Seek the Silk Road	5	Finding More Information	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
B	6	Seek the Silk Road	6	Showing What You've Learned	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of view
B	6	Seek the Silk Road	6	Showing What You've Learned	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
B	6	Seek the Silk Road	7	Writing About What You've Learned	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments

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B	6	Seek the Silk Road	7	Writing About What You've Learned	SS.6-8.4.2	Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
B	6	Seek the Silk Road	8	Writing Well	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
B	7	Semester B Review and Test	1	Conclusions	SS.6-8.1.1	Create compelling questions representing key ideas of the disciplines
B	7	Semester B Review and Test	1	Conclusions	SS.6-8.1.2	Explain how a question reflects an enduring issue in the field
B	7	Semester B Review and Test	1	Conclusions	SS.6-8.1.4	Explain the relationship between compelling and supporting questions
B	7	Semester B Review and Test	2	Semester B Review 1	SS.6-8.1.2	Explain how a question reflects an enduring issue in the field
B	7	Semester B Review and Test	3	Semester B Review 2	SS.6-8.1.3	Explain how a question reflects an enduring issue in the field
B	7	Semester B Review and Test	4	Semester B Review 3	SS.6-8.1.4	Explain how a question reflects an enduring issue in the field
B	7	Semester B Review and Test	5	Semester B Review 4	SS.6-8.1.5	Explain how a question reflects an enduring issue in the field
B	7	Semester B Review and Test	6	Semester B Review 5	SS.6-8.1.6	Explain how a question reflects an enduring issue in the field
B	7	Semester B Review and Test	7	Semester B Final Review	SS.6-8.1.7	Explain how a question reflects an enduring issue in the field
B	7	Semester B Review and Test	8	Semester B Test, Part 1	SS.6-8.1.8	Explain how a question reflects an enduring issue in the field
B	7	Semester B Review and Test	9	Semester B Test, Part 2	SS.6-8.1.9	Explain how a question reflects an enduring issue in the field
B	N/A	Portable Course Materials	1	Student Resources	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
B	N/A	Portable Course Materials	2	Teacher Resources	CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.



**Hawaii Grade 8 US History Standards
Attachment 28 - ACAD
Compared to HST08D Summit American History to the Late 1800s**



Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Past, Present, and Place	1	Course Introduction	N/A	No grade-level state specific standards applicable for this lesson
A	1	Past, Present, and Place	2	News About Newsela	N/A	No grade-level state specific standards applicable for this lesson
A	1	Past, Present, and Place	3	Past, Present, and Place: The Big Picture	SS.6-8.1.3	Create supporting questions that address key ideas identified in compelling questions
A	1	Past, Present, and Place	4	Physical Geography of the United States	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	1	Past, Present, and Place	5	Human Geography of the United States	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	1	Past, Present, and Place	6	Geography Applications	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	1	Past, Present, and Place	7	Why Is History Important?	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	1	Past, Present, and Place	8	What Makes a Source Reliable?	SS.6-8.2.1	Evaluate the credibility of a source by examining its origin, author, context, and content
A	1	Past, Present, and Place	9	Good Sourcing and Citing	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	1	Past, Present, and Place	10	Being Media Savvy	SS.6-8.5.3	Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns
A	1	Past, Present, and Place	11	A Work In Progress	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	1	Past, Present, and Place	12	Seeking Justice	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
A	1	Past, Present, and Place	13	Investigating Geography A	SS.6-8.1.1	Create compelling questions representing key ideas of the disciplines
A	1	Past, Present, and Place	13	Investigating Geography A	SS.6-8.1.3	Create supporting questions that address key ideas identified in compelling questions
A	1	Past, Present, and Place	13	Investigating Geography A	SS.6-8.1.4	Explain the relationship between compelling and supporting questions
A	1	Past, Present, and Place	13	Investigating Geography A	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	1	Past, Present, and Place	13	Investigating Geography A	SS.6-8.4.2	Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
A	1	Past, Present, and Place	14	Investigating Geography B	SS.6-8.1.3	Create supporting questions that address key ideas identified in compelling questions
A	1	Past, Present, and Place	14	Investigating Geography B	SS.6-8.1.4	Explain the relationship between compelling and supporting questions
A	1	Past, Present, and Place	14	Investigating Geography B	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	1	Past, Present, and Place	14	Investigating Geography B	SS.6-8.4.2	Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
A	1	Past, Present, and Place	15	Investigating Geography C	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	1	Past, Present, and Place	15	Investigating Geography C	SS.6-8.4.2	Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
A	2	Colonization	1	Colonization: The Big Picture	SS.6-8.1.3	Create supporting questions that address key ideas identified in compelling questions
A	2	Colonization	2	Indigenous People Summary	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	2	Colonization	3	Exploration Overview	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	2	Colonization	4	Early European Settlements	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments

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A	2	Colonization	5	More Europeans Arrive	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	2	Colonization	6	The Northern Colonies	SS.6-8.1.3	Create supporting questions that address key ideas identified in compelling questions
A	2	Colonization	7	The Middle Colonies	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	2	Colonization	8	The Southern Colonies	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	2	Colonization	9	Enslavement in the Colonies	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	2	Colonization	10	The Endurance of Enslaved People	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
A	2	Colonization	11	Contributions and Resistance A	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	2	Colonization	11	Contributions and Resistance A	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
A	2	Colonization	12	Contributions and Resistance B	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	2	Colonization	12	Contributions and Resistance B	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
A	2	Colonization	13	The Thirteen Colonies	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	2	Colonization	14	The Iroquois Confederacy	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
A	2	Colonization	15	Commerce in the Colonies	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
A	2	Colonization	15	Commerce in the Colonies	SS.7HHK.7.1	Analyze the relationship between economic activities, their location, and the physical characteristics of a given place (including businesses, plantations, and trading)
A	2	Colonization	16	Colonization Change and Continuity	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	2	Colonization	16	Colonization Change and Continuity	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
A	2	Colonization	17	Colonization Unit Review	Multiple	All assessed standards covered in this unit
A	2	Colonization	17	Colonization Unit Review	SS.7HHK.7.1	Analyze the relationship between economic activities, their location, and the physical characteristics of a given place (including businesses, plantations, and trading)
A	2	Colonization	18	Colonization Unit Test	Multiple	All assessed standards covered in this unit
A	3	The American Revolution	1	The American Revolution: The Big Picture	SS.6-8.1.3	Create supporting questions that address key ideas identified in compelling questions
A	3	The American Revolution	1	The American Revolution: The Big Picture	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	3	The American Revolution	1	The American Revolution: The Big Picture	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
A	3	The American Revolution	2	French and Indian War	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	3	The American Revolution	3	Causes of the American Revolution	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	3	The American Revolution	4	More Causes of the American Revolution	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	3	The American Revolution	5	Continental Congresses	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	3	The American Revolution	6	Declaring Independence	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	3	The American Revolution	7	The Declaration of Independence	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	3	The American Revolution	8	Viewpoints on Independence	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views

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A	3	The American Revolution	9	More Views of the American Revolution	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	3	The American Revolution	10	The Revolutionary War	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	3	The American Revolution	11	The Revolutionary Military	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	3	The American Revolution	12	The British vs. the Colonists	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	3	The American Revolution	13	Winning Independence	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	3	The American Revolution	14	After Independence	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	3	The American Revolution	15	Change and Continuity	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	3	The American Revolution	15	Change and Continuity	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
A	3	The American Revolution	16	The American Revolution Unit Review	Multiple	All assessed standards covered in this unit
A	3	The American Revolution	17	The American Revolution Unit Test	Multiple	All assessed standards covered in this unit
A	4	Forming a Government	1	Forming a Government: The Big Picture	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	4	Forming a Government	2	The Articles of Confederation	SS.8.1.6.1	Examine how challenges the government faced were resolved at the Constitutional Convention
A	4	Forming a Government	3	Constitutional Influences	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	4	Forming a Government	4	Constitutional Convention	SS.8.1.6.1	Examine how challenges the government faced were resolved at the Constitutional Convention
A	4	Forming a Government	5	Ratification Debate	SS.6-8.5.2	Examine the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	4	Forming a Government	6	Federalist Papers	SS.6-8.5.2	Examine the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	4	Forming a Government	7	Principles and Purpose of Government	SS.8.1.6.2	Explain the structure and powers of the three branches of the federal government
A	4	Forming a Government	8	Framing a Government	SS.8.1.6.2	Explain the structure and powers of the three branches of the federal government
A	4	Forming a Government	9	Powers and Structure of Government	SS.8.1.6.2	Explain the structure and powers of the three branches of the federal government
A	4	Forming a Government	10	The Market System and the Constitution	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	4	Forming a Government	11	More About the Constitution	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	4	Forming a Government	12	The Bill of Rights	SS.8.1.7.3	Analyze how the Bill of Rights protects individual liberties from the national government
A	4	Forming a Government	13	Rights of Citizens	SS.8.2.17.1	Analyze citizenship and voting rights in early America
A	4	Forming a Government	14	More Rights of Citizens	SS.8.1.7.3	Analyze how the Bill of Rights protects individual liberties from the national government
A	4	Forming a Government	15	Researching the Constitution A	SS.6-8.1.1	Create compelling questions representing key ideas of the disciplines
A	4	Forming a Government	15	Researching the Constitution A	SS.6-8.1.2	Explain how a question reflects an enduring issue in the field
A	4	Forming a Government	15	Researching the Constitution A	SS.6-8.1.3	Create supporting questions that address key ideas identified in compelling questions
A	4	Forming a Government	15	Researching the Constitution A	SS.6-8.1.4	Explain the relationship between compelling and supporting questions
A	4	Forming a Government	15	Researching the Constitution A	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	4	Forming a Government	15	Researching the Constitution A	SS.6-8.3.1	Develop claims and counterclaims while pointing out the strengths and limitations of both
A	4	Forming a Government	15	Researching the Constitution A	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	4	Forming a Government	15	Researching the Constitution A	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments

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A	4	Forming a Government	15	Researching the Constitution A	SS.6-8.4.2	Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
A	4	Forming a Government	16	Researching the Constitution B	SS.6-8.1.2	Explain how a question reflects an enduring issue in the field
A	4	Forming a Government	16	Researching the Constitution B	SS.6-8.1.3	Create supporting questions that address key ideas identified in compelling questions
A	4	Forming a Government	16	Researching the Constitution B	SS.6-8.1.4	Explain the relationship between compelling and supporting questions
A	4	Forming a Government	16	Researching the Constitution B	SS.6-8.2.1	Evaluate the credibility of a source by examining its origin, author, context, and content
A	4	Forming a Government	16	Researching the Constitution B	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	4	Forming a Government	16	Researching the Constitution B	SS.6-8.3.1	Develop claims and counterclaims while pointing out the strengths and limitations of both
A	4	Forming a Government	16	Researching the Constitution B	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	4	Forming a Government	16	Researching the Constitution B	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
A	4	Forming a Government	16	Researching the Constitution B	SS.6-8.4.2	Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
A	4	Forming a Government	17	Researching the Constitution C	SS.6-8.1.2	Explain how a question reflects an enduring issue in the field
A	4	Forming a Government	17	Researching the Constitution C	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	4	Forming a Government	17	Researching the Constitution C	SS.6-8.3.1	Develop claims and counterclaims while pointing out the strengths and limitations of both
A	4	Forming a Government	17	Researching the Constitution C	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	4	Forming a Government	17	Researching the Constitution C	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
A	4	Forming a Government	17	Researching the Constitution C	SS.6-8.4.2	Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
A	4	Forming a Government	18	Responsibilities of Civic Actors	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	4	Forming a Government	19	Civic Action A	SS.6-8.3.1	Develop claims and counterclaims while pointing out the strengths and limitations of both
A	4	Forming a Government	19	Civic Action A	SS.6-8.5.1	Identify local, regional and/or global problems or issues using interdisciplinary lenses
A	4	Forming a Government	19	Civic Action A	SS.6-8.5.2	Examine the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	4	Forming a Government	19	Civic Action A	SS.6-8.5.3	Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns
A	4	Forming a Government	19	Civic Action A	SS.6-8.5.4	Create an action plan to address a solution to the problem or issue and demonstrate evidence of implementation
A	4	Forming a Government	20	Civic Action B	SS.6-8.3.1	Develop claims and counterclaims while pointing out the strengths and limitations of both
A	4	Forming a Government	20	Civic Action B	SS.6-8.5.1	Identify local, regional and/or global problems or issues using interdisciplinary lenses
A	4	Forming a Government	20	Civic Action B	SS.6-8.5.2	Examine the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it

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A	4	Forming a Government	20	Civic Action B	SS.6-8.5.3	Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns
A	4	Forming a Government	20	Civic Action B	SS.6-8.5.4	Create an action plan to address a solution to the problem or issue and demonstrate evidence of implementation
A	4	Forming a Government	21	Change and Continuity	SS.8.1.7.3	Analyze how the Bill of Rights protects individual liberties from the national government
A	4	Forming a Government	22	Forming a Government Unit Review	SS.8.1.7.3	Analyze how the Bill of Rights protects individual liberties from the national government
A	4	Forming a Government	23	Forming a Government Unit Test	Multiple	All assessed standards covered in this unit
A	5	The First Administrations	1	The First Administrations: The Big Picture	SS.6-8.1.3	Create supporting questions that address key ideas identified in compelling questions
A	5	The First Administrations	2	The Washington Administration	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	5	The First Administrations	3	The Words of Washington	SS.8.2.6.2	Explain how political parties developed out of conflicts in early America
A	5	The First Administrations	4	The Adams Administration	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	5	The First Administrations	5	Forming a Two-Party System	SS.8.2.6.2	Explain how political parties developed out of conflicts in early America
A	5	The First Administrations	6	Political Parties Project A	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	5	The First Administrations	6	Political Parties Project A	SS.6-8.5.1	Identify local, regional and/or global problems or issues using interdisciplinary lenses
A	5	The First Administrations	6	Political Parties Project A	SS.6-8.5.2	Examine the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	5	The First Administrations	6	Political Parties Project A	SS.6-8.5.3	Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns
A	5	The First Administrations	7	The Jefferson Administration	SS.8.2.6.2	Explain how political parties developed out of conflicts in early America
A	5	The First Administrations	8	The Supreme Court	SS.8.1.6.2	Explain the structure and powers of the three branches of the federal government
A	5	The First Administrations	9	Political Parties Project B	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	5	The First Administrations	9	Political Parties Project B	SS.6-8.5.1	Identify local, regional and/or global problems or issues using interdisciplinary lenses
A	5	The First Administrations	9	Political Parties Project B	SS.6-8.5.2	Examine the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	5	The First Administrations	9	Political Parties Project B	SS.6-8.5.3	Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns
A	5	The First Administrations	10	Jefferson and Expansion	SS.8.3.16.2	Trace how the United States acquired new territories, including purchases, annexation, treaties, and war
A	5	The First Administrations	11	Pushing West	SS.8.3.19.4	Assess the effects of U.S. expansion on Native Americans in terms of population loss, land dispossession, and culture
A	5	The First Administrations	12	The Rise of Capitalism	SS.8.2.6.2	Explain how political parties developed out of conflicts in early America
A	5	The First Administrations	13	War of 1812	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	5	The First Administrations	14	Political Parties Project C	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	5	The First Administrations	14	Political Parties Project C	SS.6-8.5.1	Identify local, regional and/or global problems or issues using interdisciplinary lenses
A	5	The First Administrations	14	Political Parties Project C	SS.6-8.5.2	Examine the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it

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A	5	The First Administrations	14	Political Parties Project	SS.6-8.5.3	Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns
A	5	The First Administrations	15	Change and Continuity	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	5	The First Administrations	16	The First Administrations Unit Review	SS.8.2.6.2	Explain how political parties developed out of conflicts in early America
A	5	The First Administrations	17	The First Administrations Unit Test	Multiple	All assessed standards covered in this unit
A	6	Indigenous People Background- Flex A (optional)	1	Indigenous People: The Big Picture	SS.8.3.17.3	Explain how Native Americans resisted U.S. territorial expansion
A	6	Indigenous People Background- Flex A (optional)	1	Indigenous People: The Big Picture	SS.8.3.19.4	Assess the effects of U.S. expansion on Native Americans in terms of population loss, land dispossession, and culture
A	6	Indigenous People Background- Flex A (optional)	2	Native Americans of the Northeast	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	6	Indigenous People Background- Flex A (optional)	3	Native Americans of the Southeast	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	6	Indigenous People Background- Flex A (optional)	4	Native Americans of the Plains	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	6	Indigenous People Background- Flex A (optional)	5	Native Americans of the Southwest and Great Basin	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	6	Indigenous People Background- Flex A (optional)	6	Native Americans of California	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	6	Indigenous People Background- Flex A (optional)	7	Native Americans of the Plateau and Northwest Coast	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	6	Indigenous People Background- Flex A (optional)	8	Native Americans of the Arctic and Subarctic	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
A	6	Indigenous People Background- Flex A (optional)	9	African Cultures Prior to 1500	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	6	Indigenous People Background- Flex A (optional)	10	The Taino	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	6	Indigenous People Background- Flex A (optional)	11	Indigenous People of Latin America	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
A	6	Indigenous People Background- Flex A (optional)	12	Indigenous People Summary	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
B	1	Expansion and Reform	1	Expansion and Reform: The Big Picture	SS.6-8.2.1	Evaluate the credibility of a source by examining its origin, author, context, and content
B	1	Expansion and Reform	2	A New Sense of Nationalism	SS.8.1.6.2	Explain the structure and powers of the three branches of the federal government
B	1	Expansion and Reform	3	The Monroe Doctrine	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
B	1	Expansion and Reform	4	Compromises and Expansion	SS.8.7.19.1	Explain how conflicts over slavery led the North and South to war
B	1	Expansion and Reform	5	Jacksonian Era	SS.8.7.19.1	Explain how conflicts over slavery led the North and South to war
B	1	Expansion and Reform	6	Native Americans and the Indian Removal Act A	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
B	1	Expansion and Reform	6	Native Americans and the Indian Removal Act A	SS.6-8.3.1	Develop claims and counterclaims while pointing out the strengths and limitations of both
B	1	Expansion and Reform	6	Native Americans and the Indian Removal Act A	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
B	1	Expansion and Reform	6	Native Americans and the Indian Removal Act A	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
B	1	Expansion and Reform	6	Native Americans and the Indian Removal Act A	SS.6-8.4.2	Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
B	1	Expansion and Reform	6	Native Americans and the Indian Removal Act A	SS.8.3.17.3	Explain how Native Americans resisted U.S. territorial expansion

B	1	Expansion and Reform	6	Native Americans and the Indian Removal Act A	SS.8.3.19.4	Assess the effects of U.S. expansion on Native Americans in terms of population loss, land dispossession, and culture
B	1	Expansion and Reform	7	Native Americans and the Indian Removal Act B	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
B	1	Expansion and Reform	7	Native Americans and the Indian Removal Act B	SS.6-8.3.1	Develop claims and counterclaims while pointing out the strengths and limitations of both
B	1	Expansion and Reform	7	Native Americans and the Indian Removal Act B	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
B	1	Expansion and Reform	7	Native Americans and the Indian Removal Act B	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
B	1	Expansion and Reform	7	Native Americans and the Indian Removal Act B	SS.6-8.4.2	Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
B	1	Expansion and Reform	7	Native Americans and the Indian Removal Act B	SS.8.3.17.3	Explain how Native Americans resisted U.S. territorial expansion
B	1	Expansion and Reform	7	Native Americans and the Indian Removal Act B	SS.8.3.19.4	Assess the effects of U.S. expansion on Native Americans in terms of population loss, land dispossession, and culture
B	1	Expansion and Reform	8	Westward Expansion	SS.8.3.19.1	Analyze the ideological and socioeconomic reasons for U.S. territorial expansion
B	1	Expansion and Reform	9	Continuing West	SS.8.3.19.1	Analyze the ideological and socioeconomic reasons for U.S. territorial expansion
B	1	Expansion and Reform	10	Texas and Westward Expansion	SS.8.3.16.2	Trace how the United States acquired new territories, including purchases, annexation, treaties, and war
B	1	Expansion and Reform	10	Texas and Westward Expansion	SS.8.3.19.1	Analyze the ideological and socioeconomic reasons for U.S. territorial expansion
B	1	Expansion and Reform	11	Mexico, Texas, and California	SS.8.3.19.1	Analyze the ideological and socioeconomic reasons for U.S. territorial expansion
B	1	Expansion and Reform	12	Immigration	SS.8.4.9.1	Analyze how economic growth and industrialization transformed daily life
B	1	Expansion and Reform	13	Reform Movements	SS.8.6.18.1	Analyze the religious and utopian movements that flourished around the Second Great Awakening
B	1	Expansion and Reform	13	Reform Movements	SS.8.6.7.2	Evaluate the effectiveness of 19th-century reform movements
B	1	Expansion and Reform	14	Women and Reform	SS.8.6.7.2	Evaluate the effectiveness of 19th-century reform movements
B	1	Expansion and Reform	15	Native Americans and the Indian Removal Act C	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
B	1	Expansion and Reform	15	Native Americans and the Indian Removal Act C	SS.6-8.3.1	Develop claims and counterclaims while pointing out the strengths and limitations of both
B	1	Expansion and Reform	15	Native Americans and the Indian Removal Act C	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
B	1	Expansion and Reform	15	Native Americans and the Indian Removal Act C	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
B	1	Expansion and Reform	15	Native Americans and the Indian Removal Act C	SS.6-8.4.2	Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
B	1	Expansion and Reform	15	Native Americans and the Indian Removal Act C	SS.8.3.17.3	Explain how Native Americans resisted U.S. territorial expansion
B	1	Expansion and Reform	15	Native Americans and the Indian Removal Act C	SS.8.3.19.4	Assess the effects of U.S. expansion on Native Americans in terms of population loss, land dispossession, and culture
B	1	Expansion and Reform	16	Native Americans and the Indian Removal Act D	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views

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B	1	Expansion and Reform	16	Native Americans and the Indian Removal Act D	SS.6-8.3.1	Develop claims and counterclaims while pointing out the strengths and limitations of both
B	1	Expansion and Reform	16	Native Americans and the Indian Removal Act D	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
B	1	Expansion and Reform	16	Native Americans and the Indian Removal Act D	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
B	1	Expansion and Reform	16	Native Americans and the Indian Removal Act D	SS.6-8.4.2	Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
B	1	Expansion and Reform	16	Native Americans and the Indian Removal Act D	SS.8.3.17.3	Explain how Native Americans resisted U.S. territorial expansion
B	1	Expansion and Reform	16	Native Americans and the Indian Removal Act D	SS.8.3.19.4	Assess the effects of U.S. expansion on Native Americans in terms of population loss, land dispossession, and culture
B	1	Expansion and Reform	17	Change and Continuity	SS.8.3.19.1	Analyze the ideological and socioeconomic reasons for U.S. territorial expansion
B	1	Expansion and Reform	18	Expansion and Reform Unit Review	Multiple	All assessed standards covered in this unit
B	1	Expansion and Reform	18	Expansion and Reform Unit Test	Multiple	All assessed standards covered in this unit
B	2	Tensions Rise	1	Tensions Rise: The Big Picture	SS.6-8.1.3	Create supporting questions that address key ideas identified in compelling questions
B	2	Tensions Rise	2	Industry and the North	SS.8.4.15.2	Explain how innovations in transportation, communication, and production reshaped American society
B	2	Tensions Rise	2	Industry and the North	SS.8.4.9.1	Analyze how economic growth and industrialization transformed daily life
B	2	Tensions Rise	2	Industry and the North	SS.8.5.9.1	Analyze how slavery shaped the economic development of the North and South
B	2	Tensions Rise	3	Cotton and the South	SS.8.4.10.3	Analyze how the market revolution contributed to labor conflicts and divisions over slavery
B	2	Tensions Rise	3	Cotton and the South	SS.8.5.9.1	Analyze how slavery shaped the economic development of the North and South
B	2	Tensions Rise	4	Enslavement and Its Institution	SS.8.5.9.1	Analyze how slavery shaped the economic development of the North and South
B	2	Tensions Rise	5	The Compromise of 1850	SS.8.7.19.1	Explain how conflicts over slavery led the North and South to war
B	2	Tensions Rise	6	More Legislation	SS.8.7.19.1	Explain how conflicts over slavery led the North and South to war
B	2	Tensions Rise	7	Experiences and Perspectives	SS.8.5.14.2	Examine how enslaved people adapted to and resisted slavery
B	2	Tensions Rise	7	Experiences and Perspectives	SS.8.5.9.1	Analyze how slavery shaped the economic development of the North and South
B	2	Tensions Rise	8	Resistance and Resilience	SS.8.5.14.2	Examine how enslaved people adapted to and resisted slavery
B	2	Tensions Rise	9	The Abolitionist Movement	SS.8.5.14.2	Examine how enslaved people adapted to and resisted slavery
B	2	Tensions Rise	10	More Abolitionists	SS.8.5.14.2	Examine how enslaved people adapted to and resisted slavery
B	2	Tensions Rise	10	More Abolitionists	SS.8.7.19.1	Explain how conflicts over slavery led the North and South to war
B	2	Tensions Rise	11	Sectionalism on the Rise	SS.8.7.19.1	Explain how conflicts over slavery led the North and South to war
B	2	Tensions Rise	12	The Dred Scott Case	SS.8.7.19.1	Explain how conflicts over slavery led the North and South to war
B	2	Tensions Rise	13	Disunion Project A	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
B	2	Tensions Rise	13	Disunion Project A	SS.8.7.19.1	Explain how conflicts over slavery led the North and South to war
B	2	Tensions Rise	14	Disunion Project B	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
B	2	Tensions Rise	14	Disunion Project B	SS.8.7.19.1	Explain how conflicts over slavery led the North and South to war
B	2	Tensions Rise	15	Disunion Project C	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments

B	2	Tensions Rise	15	Disunion Project C	SS.8.7.19.1	Explain how conflicts over slavery led the North and South to war
B	2	Tensions Rise	16	Change and Continuity	SS.8.5.9.1	Analyze how slavery shaped the economic development of the North and South
B	2	Tensions Rise	16	Change and Continuity	SS.8.7.19.1	Explain how conflicts over slavery led the North and South to war
B	2	Tensions Rise	17	Tensions Rise Unit Review	Multiple	All assessed standards covered in this unit
B	2	Tensions Rise	18	Tensions Rise Unit Test	Multiple	All assessed standards covered in this unit
B	3	Civil War	1	Civil War: The Big Picture	SS.6-8.1.3	Create supporting questions that address key ideas identified in compelling questions
B	3	Civil War	2	Economics and Geography of the North and South	SS.8.7.17.2	Analyze major factors that determined the outcome of the Civil War
B	3	Civil War	3	Debates and Enslavement	SS.8.7.19.1	Explain how conflicts over slavery led the North and South to war
B	3	Civil War	4	The Election of 1860	SS.8.7.19.1	Explain how conflicts over slavery led the North and South to war
B	3	Civil War	5	Secession	SS.8.7.19.1	Explain how conflicts over slavery led the North and South to war
B	3	Civil War	6	The Civil War Begins	SS.8.7.17.2	Analyze major factors that determined the outcome of the Civil War
B	3	Civil War	7	The War Continues	SS.8.7.17.2	Analyze major factors that determined the outcome of the Civil War
B	3	Civil War	8	Comparing Sides	SS.8.7.17.2	Analyze major factors that determined the outcome of the Civil War
B	3	Civil War	9	Civil War Research A	SS.6-8.1.3	Create supporting questions that address key ideas identified in compelling questions
B	3	Civil War	9	Civil War Research A	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
B	3	Civil War	9	Civil War Research A	SS.8.7.17.2	Analyze major factors that determined the outcome of the Civil War
B	3	Civil War	10	President Lincoln	SS.8.8.8.1	Assess the efforts of the federal government and African Americans to forge a new political and social order after emancipation
B	3	Civil War	11	Civil War Research B	SS.6-8.1.3	Create supporting questions that address key ideas identified in compelling questions
B	3	Civil War	11	Civil War Research B	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
B	3	Civil War	11	Civil War Research B	SS.8.7.17.2	Analyze major factors that determined the outcome of the Civil War
B	3	Civil War	12	Voices of the Troops	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
B	3	Civil War	13	Voices of Women and Children	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
B	3	Civil War	14	More Voices	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
B	3	Civil War	15	African American Voices	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
B	3	Civil War	16	Civil War Research C	SS.6-8.1.3	Create supporting questions that address key ideas identified in compelling questions
B	3	Civil War	16	Civil War Research C	SS.6-8.1.4	Explain the relationship between compelling and supporting questions
B	3	Civil War	16	Civil War Research C	SS.6-8.2.1	Evaluate the credibility of a source by examining its origin, author, context, and content
B	3	Civil War	16	Civil War Research C	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
B	3	Civil War	16	Civil War Research C	SS.8.7.17.2	Analyze major factors that determined the outcome of the Civil War
B	3	Civil War	17	Change and Continuity in the Civil War	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
B	3	Civil War	18	More Change and Continuity	SS.6-8.3.1	Develop claims and counterclaims while pointing out the strengths and limitations of both
B	3	Civil War	18	More Change and Continuity	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
B	3	Civil War	18	More Change and Continuity	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
B	3	Civil War	18	More Change and Continuity	SS.8.7.17.2	Analyze major factors that determined the outcome of the Civil War
B	3	Civil War	19	Civil War Unit Review	SS.8.7.17.2	Analyze major factors that determined the outcome of the Civil War
B	3	Civil War	20	Civil War Unit Test	Multiple	All assessed standards covered in this unit

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B	4	Reconstruction	1	Reconstruction: The Big Picture	SS.6-8.1.3	Create supporting questions that address key ideas identified in compelling questions
B	4	Reconstruction	2	After the Civil War	SS.8.8.8.1	Assess the efforts of the federal government and African Americans to forge a new political and social order after emancipation
B	4	Reconstruction	3	Presidential Reconstruction	SS.8.8.8.1	Assess the efforts of the federal government and African Americans to forge a new political and social order after emancipation
B	4	Reconstruction	4	Congressional Reconstruction	SS.8.8.8.1	Assess the efforts of the federal government and African Americans to forge a new political and social order after emancipation
B	4	Reconstruction	5	The Civil War Amendments	SS.8.8.8.1	Assess the efforts of the federal government and African Americans to forge a new political and social order after emancipation
B	4	Reconstruction	6	Reconstruction's Effect of Society	SS.8.8.17.2	Assess how the end of Reconstruction affected African Americans
B	4	Reconstruction	7	Reconstruction Ends	SS.8.8.17.2	Assess how the end of Reconstruction affected African Americans
B	4	Reconstruction	8	Continuing West	SS.8.4.15.2	Explain how innovations in transportation, communication, and production reshaped American society
B	4	Reconstruction	9	The Push Toward the West	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
B	4	Reconstruction	10	The Legacy of Reconstruction A	SS.6-8.4.2	Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
B	4	Reconstruction	11	The Legacy of Reconstruction B	SS.6-8.4.2	Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
B	4	Reconstruction	12	Change and Continuity	SS.8.8.17.2	Assess how the end of Reconstruction affected African Americans
B	4	Reconstruction	13	Reconstruction Unit Review	Multiple	All assessed standards covered in this unit
B	4	Reconstruction	14	Reconstruction Unit Test	Multiple	All assessed standards covered in this unit
B	5	Change and Continuity	1	Change and Continuity: The Big Picture	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
B	5	Change and Continuity	1	Change and Continuity: The Big Picture	SS.6-8.4.2	Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
B	5	Change and Continuity	2	Geography	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
B	5	Change and Continuity	3	Economics	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
B	5	Change and Continuity	4	Government and Laws	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
B	5	Change and Continuity	5	Rights	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
B	5	Change and Continuity	6	Innovations	SS.8.4.9.1	Analyze how economic growth and industrialization transformed daily life
B	5	Change and Continuity	7	Population	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
B	5	Change and Continuity	8	Society	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
B	5	Change and Continuity	9	Change and Continuity Unit Review	SS.8.4.9.1	Analyze how economic growth and industrialization transformed daily life
B	5	Change and Continuity	10	Change and Continuity Unit Test	Multiple	All assessed standards covered in this unit
B	6	Indigenous People Background- Flex A (optional)	1	Indigenous People: The Big Picture	SS.8.3.17.3	Explain how Native Americans resisted U.S. territorial expansion
B	6	Indigenous People Background- Flex A (optional)	1	Indigenous People: The Big Picture	SS.8.3.19.4	Assess the effects of U.S. expansion on Native Americans in terms of population loss, land dispossession, and culture

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B	6	Indigenous People Background- Flex A (optional)	2	Native Americans of the Northwest	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
B	6	Indigenous People Background- Flex A (optional)	3	Native Americans of the Southeast	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
B	6	Indigenous People Background- Flex A (optional)	4	Native Americans of the Plains	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
B	6	Indigenous People Background- Flex A (optional)	5	Native Americans of the Southwest and Great Basin	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
B	6	Indigenous People Background- Flex A (optional)	6	Native Americans of California	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
B	6	Indigenous People Background- Flex A (optional)	7	Native Americans of the Plateau and Northwest Coast	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
B	6	Indigenous People Background- Flex A (optional)	8	Native Americans of the Artic and Subarctic	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of views
B	6	Indigenous People Background- Flex A (optional)	9	African Cultures Prior to 1500	SS.6-8.3.1	Develop claims and counterclaims while pointing out the strengths and limitations of both
B	6	Indigenous People Background- Flex A (optional)	10	The Taino	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
B	6	Indigenous People Background- Flex A (optional)	11	Indigenous People of Latin America	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
B	6	Indigenous People Background- Flex A (optional)	12	Indigenous People Summary	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
B	7	Post-Reconstruction to 1900- Flex B (optional)	1	Post-Reconstruction to 1900: The Big Picture	SS.6-8.1.3	Create supporting questions that address key ideas identified in compelling questions
B	7	Post-Reconstruction to 1900- Flex B (optional)	2	Inquiry and Change Project A	SS.6-8.1.3	Create supporting questions that address key ideas identified in compelling questions
B	7	Post-Reconstruction to 1900- Flex B (optional)	3	Second Industrial Revolution	SS.8.4.9.1	Analyze how economic growth and industrialization transformed daily life
B	7	Post-Reconstruction to 1900- Flex B (optional)	4	Immigration	SS.6-8.4.1	Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
B	7	Post-Reconstruction to 1900- Flex B (optional)	5	Labor Unions	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
B	7	Post-Reconstruction to 1900- Flex B (optional)	6	Inquiry and Change Project B	SS.6-8.1.3	Create supporting questions that address key ideas identified in compelling questions
B	7	Post-Reconstruction to 1900- Flex B (optional)	7	Native Americans and the U.S. Government	SS.8.3.19.4	Assess the effects of U.S. expansion on Native Americans in terms of population loss, land dispossession, and culture
B	7	Post-Reconstruction to 1900- Flex B (optional)	8	Populism	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
B	7	Post-Reconstruction to 1900- Flex B (optional)	9	The Gilded Age	SS.8.4.15.2	Explain how innovations in transportation, communication, and production reshaped American society
B	7	Post-Reconstruction to 1900- Flex B (optional)	10	Inquiry and Change Project C	SS.6-8.1.3	Create supporting questions that address key ideas identified in compelling questions
B	7	Post-Reconstruction to 1900- Flex B (optional)	11	Urbanization	SS.8.4.9.1	Analyze how economic growth and industrialization transformed daily life
B	7	Post-Reconstruction to 1900- Flex B (optional)	12	Progressivism	SS.6-8.5.2	Examine the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
B	7	Post-Reconstruction to 1900- Flex B (optional)	12	Progressivism	SS.8.6.7.2	Evaluate the effectiveness of 19th-century reform movements
B	7	Post-Reconstruction to 1900- Flex B (optional)	13	Expansionism and Imperialism	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
B	7	Post-Reconstruction to 1900- Flex B (optional)	14	Change and Continuity	SS.6-8.3.2	Identify specific evidence that supports the claims and counterclaims
B	7	Post-Reconstruction to 1900- Flex B (optional)	15	Post-Reconstruction to 1900 Unit Review	Multiple	All assessed standards covered in this unit

B	7	Post-Reconstruction to 1900- Flex B (optional)	16	Post-Reconstruction to 1900- Unit 7	Attachment 28 - ACAD Multiple	All assessed standards covered in this unit
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Hawaii World History and Culture Grade 9 Standards
 Compared to HST103E4N World History

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Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Civilization Begins	1	Semester Introduction	N/A	No grade-level state specific standards applicable for this lesson
A	1	Civilization Begins	2	Finding Our Past	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	1	Civilization Begins	3	Settling Down	SS.9-12.4.2	Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
A	1	Civilization Begins	4	The First Civilization	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	1	Civilization Begins	5	New Evidence of Earliest Settlements	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	1	Civilization Begins	5	New Evidence of Earliest Settlements	SS.9-12.3.2	Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims
A	1	Civilization Begins	6	The Gift of the Nile	N/A	No grade-level state specific standards applicable for this lesson
A	1	Civilization Begins	7	Civilization on the Nile	N/A	No grade-level state specific standards applicable for this lesson
A	1	Civilization Begins	8	Early Civilizations in India and China	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	1	Civilization Begins	9	Looking at Civilizations	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	1	Civilization Begins	10	The First Empires	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	1	Civilization Begins	11	Egypt Builds an Empire	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	1	Civilization Begins	12	Expanding Empires	SS.9-12.2.1	Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
A	1	Civilization Begins	13	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
A	1	Civilization Begins	14	Civilization Begins Unit Test	Multiple	All assessed standards covered in this unit
A	2	Civilizations Flourish	1	Mediterranean Traders	N/A	No grade-level state specific standards applicable for this lesson
A	2	Civilizations Flourish	2	The Hebrews and Early Judaism	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	2	Civilizations Flourish	3	South Asia and Hinduism	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	2	Civilizations Flourish	4	The Birth of Buddhism	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	2	Civilizations Flourish	5	India's Golden Age	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	2	Civilizations Flourish	6	Classical China and Confucianism	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	2	Civilizations Flourish	7	China's Dynasties	SS.9-12.3.2	Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims
A	2	Civilizations Flourish	8	Exploring Further	SS.9-12.2.1	Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
A	2	Civilizations Flourish	9	Cultural Contributions of Asian Empires	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
A	2	Civilizations Flourish	10	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
A	2	Civilizations Flourish	11	Civilizations Flourish Unit Test	Multiple	All assessed standards covered in this unit
A	3	The Western Classical World	1	Greek Beginnings	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	3	The Western Classical World	2	Rival City-States	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information

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A	3	The Western Classical World	3	War, Glory, and Power	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	3	The Western Classical World	4	Greek Art and Literature	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	3	The Western Classical World	5	Lovers of Wisdom	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	3	The Western Classical World	6	Alexander the Great	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	3	The Western Classical World	7	Greek Contributions to Western Culture	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
A	3	The Western Classical World	8	The Roman Republic	SS.9-12.2.1	Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
A	3	The Western Classical World	9	Rome's Expansion and Crisis	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	3	The Western Classical World	10	From Republic to Empire	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	3	The Western Classical World	11	Roman Society and Culture	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	3	The Western Classical World	12	The Rise of Christianity	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	3	The Western Classical World	13	The Roman Empire Crumbles	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	3	The Western Classical World	14	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
A	3	The Western Classical World	15	The Western Classical World Unit Test	Multiple	All assessed standards covered in this unit
A	4	Regional Civilizations and Cultures	1	North African Societies	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	4	Regional Civilizations and Cultures	2	African Empires and Their Legacy	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	4	Regional Civilizations and Cultures	3	South of the Sahara	SS.9-12.4.2	Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
A	4	Regional Civilizations and Cultures	4	More Ancient African Civilizations	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
A	4	Regional Civilizations and Cultures	5	Societies in the Americas	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	4	Regional Civilizations and Cultures	6	The Byzantine Empire	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	4	Regional Civilizations and Cultures	7	Byzantine Civilization	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	4	Regional Civilizations and Cultures	8	European Empires and Their Legacy	SS.WH.1.17.1	Explain how the ideas of the Renaissance and Reformation motivated exploration and conquest
A	4	Regional Civilizations and Cultures	9	Russia Rises	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	4	Regional Civilizations and Cultures	10	The Rise of Islam	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
A	4	Regional Civilizations and Cultures	11	The Spread of Islam	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	4	Regional Civilizations and Cultures	12	Muslim Culture and Life	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	4	Regional Civilizations and Cultures	13	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
A	4	Regional Civilizations and Cultures	14	Regional Civilizations and Cultures Unit Test	Multiple	All assessed standards covered in this unit

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A	5	Regional Transitions	1	China's Tang and Song Dynasties	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	5	Regional Transitions	2	The Silk Road	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	5	Regional Transitions	3	The Mongols	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	5	Regional Transitions	4	Mongol and Middle East Innovations	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
A	5	Regional Transitions	5	Korea and Japan Rising	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	5	Regional Transitions	6	Charlemagne Forges an Empire	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
A	5	Regional Transitions	7	Life in the Middle Ages	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	5	Regional Transitions	8	Europe's Age of Faith	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
A	5	Regional Transitions	9	The Crusades	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
A	5	Regional Transitions	10	The Culture of the Middle Ages	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	5	Regional Transitions	11	The Rise of Monarchs	SS.9-12.2.1	Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
A	5	Regional Transitions	12	Crises	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	5	Regional Transitions	13	Powerful People	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	5	Regional Transitions	14	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
A	5	Regional Transitions	15	Regional Transitions Unit Test	Multiple	All assessed standards covered in this unit
A	6	Patterns of Civilization	1	West African Kingdoms	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	6	Patterns of Civilization	2	Eastern and Southern African Kingdoms	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	6	Patterns of Civilization	3	New Muslim Empires	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	6	Patterns of Civilization	4	Muslim Innovations	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
A	6	Patterns of Civilization	5	China's Ming and Qing Dynasties	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	6	Patterns of Civilization	6	Japan's Tokugawa Shogunate	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	6	Patterns of Civilization	7	Looking Back	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	6	Patterns of Civilization	8	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
A	6	Patterns of Civilization	9	Patterns of Civilization Unit Test	Multiple	All assessed standards covered in this unit
A	7	Changing Worlds	1	The Aztec Empire	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	7	Changing Worlds	2	The Empire of the Incas	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	7	Changing Worlds	3	Contemporary Aztecs, Mayans, and Incas	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
A	7	Changing Worlds	4	Cultural Contributions of Mesoamerican and South American Empires	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field

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A	7	Changing Worlds	5	The Renaissance Begins in Italy	SS.9-12.2.1	Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
A	7	Changing Worlds	6	Artistic Genius	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	7	Changing Worlds	7	Beyond Italy	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
A	7	Changing Worlds	8	The Elizabethan Age	SS.WH.1.17.1	Explain how the ideas of the Renaissance and Reformation motivated exploration and conquest
A	7	Changing Worlds	9	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
A	7	Changing Worlds	10	Changing Worlds Unit Test	Multiple	All assessed standards covered in this unit
A	8	Semester Review and Test	1	Semester Test Review	Multiple	All assessed standards covered by this point in the course
A	8	Semester Review and Test	2	Semester Test	Multiple	All assessed standards covered by this point in the course
B	1	Entering the Modern Era	1	Semester Introduction	N/A	No grade-level state specific standards applicable for this lesson
B	1	Entering the Modern Era	2	Europeans Set Sail	SS.WH.1.17.1	Explain how the ideas of the Renaissance and Reformation motivated exploration and conquest
B	1	Entering the Modern Era	3	Conquest and Colonies	SS.WH.1.17.1	Explain how the ideas of the Renaissance and Reformation motivated exploration and conquest
B	1	Entering the Modern Era	3	Conquest and Colonies	SS.WH.1.19.2	Analyze the political and economic impacts of European expeditions in the 15th and 16th centuries
B	1	Entering the Modern Era	4	Global Contact	SS.WH.1.15.3	Assess the effects of the Atlantic slave trade
B	1	Entering the Modern Era	4	Global Contact	SS.WH.1.16.4	Evaluate the impact of the Columbian Exchange of food crops, diseases, and trade goods between Europe and the Americas
B	1	Entering the Modern Era	4	Global Contact	SS.WH.1.19.2	Analyze the political and economic impacts of European expeditions in the 15th and 16th centuries
B	1	Entering the Modern Era	5	In the East	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
B	1	Entering the Modern Era	6	The Protestant Reformation	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
B	1	Entering the Modern Era	7	The Catholic Reformation	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
B	1	Entering the Modern Era	8	Religious Wars and the Rise of Absolutism	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
B	1	Entering the Modern Era	9	England's Monarchy and Its Limits	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
B	1	Entering the Modern Era	10	Preparing for the Unit Test	SS.WH.1.15.3	Assess the effects of the Atlantic slave trade
B	1	Entering the Modern Era	11	Entering the Modern Era Unit Test	Multiple	All assessed standards covered in this unit
B	2	Revolution and Empire	1	The Scientific Revolution	SS.WH.5.19.1	Explain the impact of the Scientific Revolution on the rise of the Enlightenment
B	2	Revolution and Empire	2	The Enlightenment	SS.WH.5.18.2	Explain how Enlightenment ideas influenced the rule of monarchies
B	2	Revolution and Empire	2	The Enlightenment	SS.WH.5.19.1	Explain the impact of the Scientific Revolution on the rise of the Enlightenment
B	2	Revolution and Empire	2	The Enlightenment	SS.WH.5.19.3	Compare causes and effects of modern revolutions
B	2	Revolution and Empire	3	The American Revolution	SS.WH.5.19.3	Compare causes and effects of modern revolutions
B	2	Revolution and Empire	4	The French Revolution	SS.WH.5.19.3	Compare causes and effects of modern revolutions
B	2	Revolution and Empire	5	Radical Revolution	SS.WH.5.19.3	Compare causes and effects of modern revolutions
B	2	Revolution and Empire	6	The Age of Napoleon	SS.WH.5.19.3	Compare causes and effects of modern revolutions
B	2	Revolution and Empire	7	Latin American Independence Movements	SS.WH.5.19.3	Compare causes and effects of modern revolutions
B	2	Revolution and Empire	8	Nationalism in Europe	SS.WH.7.17.2	Analyze the impacts of nationalist revolutionary leaders and movements in achieving independence
B	2	Revolution and Empire	9	The Growth of Western Democracies	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
B	2	Revolution and Empire	10	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit

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B	2	Revolution and Empire	11	Revolution and Empire Unit Test	Multiple	All assessed standards covered in this unit
B	3	Changing Expectations	1	The Industrial Revolution Begins in England	SS.WH.3.19.1	Explain how social changes and technological innovations in Britain led to the rise and spread of the Industrial Revolution in the late 1700s
B	3	Changing Expectations	2	The Industrial Revolution Spreads	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
B	3	Changing Expectations	2	The Industrial Revolution Spreads	SS.US.6.11.1	Assess how innovations in transportation, communication, and finance changed American society
B	3	Changing Expectations	2	The Industrial Revolution Spreads	SS.WH.3.12.2	Analyze the positive and negative impacts of the Industrial Revolution in the Americas, Asia, and Africa
B	3	Changing Expectations	2	The Industrial Revolution Spreads	SS.WH.3.19.1	Explain how social changes and technological innovations in Britain led to the rise and spread of the Industrial Revolution in the late 1700s
B	3	Changing Expectations	3	Business, Labor, and a New Middle Class	SS.WH.3.12.2	Analyze the positive and negative impacts of the Industrial Revolution in the Americas, Asia, and Africa
B	3	Changing Expectations	4	New Ways of Thinking	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
B	3	Changing Expectations	5	Taking Action	SS.WH.3.12.2	Analyze the positive and negative impacts of the Industrial Revolution in the Americas, Asia, and Africa
B	3	Changing Expectations	6	A Rising Standard of Living	SS.WH.3.12.2	Analyze the positive and negative impacts of the Industrial Revolution in the Americas, Asia, and Africa
B	3	Changing Expectations	7	European Scramble for Empire	SS.WH.4.17.1	Analyze the motives that drove European and Japanese imperialism
B	3	Changing Expectations	8	Asia Divided	SS.WH.2.16.2	Explain the economic motives of the British and Dutch empires in the conquest of India and Southeast Asia
B	3	Changing Expectations	8	Asia Divided	SS.WH.4.16.2	Compare methods of imperialism during the late 1800s in Asia and Africa
B	3	Changing Expectations	8	Asia Divided	SS.WH.4.16.3	Analyze the impact of colonial rule in Asia and Africa
B	3	Changing Expectations	8	Asia Divided	SS.WH.4.17.1	Analyze the motives that drove European and Japanese imperialism
B	3	Changing Expectations	9	Non-European Nations Compete	SS.WH.4.16.2	Compare methods of imperialism during the late 1800s in Asia and Africa
B	3	Changing Expectations	9	Non-European Nations Compete	SS.WH.4.16.3	Analyze the impact of colonial rule in Asia and Africa
B	3	Changing Expectations	9	Non-European Nations Compete	SS.WH.4.17.1	Analyze the motives that drove European and Japanese imperialism
B	3	Changing Expectations	10	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
B	3	Changing Expectations	11	Changing Expectations Unit Test	Multiple	All assessed standards covered in this unit
B	4	War, Revolution, and Crisis	1	Toward a World War	SS.WH.6.19.1	Distinguish between short and long-term causes leading to WWI
B	4	War, Revolution, and Crisis	2	The Great War	SS.WH.6.19.1	Distinguish between short and long-term causes leading to WWI
B	4	War, Revolution, and Crisis	3	The Tide Turns	SS.WH.6.19.1	Distinguish between short and long-term causes leading to WWI
B	4	War, Revolution, and Crisis	4	War's End	SS.WH.5.19.3	Compare causes and effects of modern revolutions
B	4	War, Revolution, and Crisis	5	The Russian Revolution	SS.WH.6.19.2	Explain the causes of the rise of totalitarian regimes during the post-WWI period
B	4	War, Revolution, and Crisis	6	India Takes a Different Path	SS.WH.5.19.3	Compare causes and effects of modern revolutions
B	4	War, Revolution, and Crisis	7	Nationalism in the Middle East	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
B	4	War, Revolution, and Crisis	8	Uncertainty in the Postwar World	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
B	4	War, Revolution, and Crisis	9	The Great Depression	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
B	4	War, Revolution, and Crisis	9	The Great Depression	SS.US.7.19.1	Analyze the conditions and policies that led to the Great Depression
B	4	War, Revolution, and Crisis	10	The Rise of Dictators	SS.WH.6.19.2	Explain the causes of the rise of totalitarian regimes during the post-WWI period
B	4	War, Revolution, and Crisis	11	Japan and WWII	SS.WH.4.17.1	Analyze the motives that drove European and Japanese imperialism
B	4	War, Revolution, and Crisis	12	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
B	4	War, Revolution, and Crisis	13	War, Revolution, and Crisis Unit Test	Multiple	All assessed standards covered in this unit
B	5	World War II Reshapes the World	1	Aggression, Appeasement, and War	SS.WH.6.17.3	Analyze the turning points in the Pacific and European theatres of combat during WWII

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B	5	World War II Reshapes the World	2	The Allies Turn the Tide	SS.WH.6.17.3	Analyze the turning points in the Pacific and European theatres of combat during WWII
B	5	World War II Reshapes the World	3	Discovering the Horror	SS.WH.6.17.4	Explain the significance of the Holocaust and other atrocities in WWII and subsequent war crimes tribunals
B	5	World War II Reshapes the World	3	Discovering the Horror	SS.WH.8.7.2	Analyze human rights violations and propose solutions to them
B	5	World War II Reshapes the World	4	The Allied Victory	SS.WH.6.17.3	Analyze the turning points in the Pacific and European theatres of combat during WWII
B	5	World War II Reshapes the World	5	Securing the Peace	SS.WH.7.17.3	Analyze the role of the United Nations on state-building and negotiation of conflicts after WWII
B	5	World War II Reshapes the World	5	Securing the Peace	SS.WH.7.19.1	Analyze the causes and effects of decolonization in India, Algeria, and Kenya after WWII
B	5	World War II Reshapes the World	6	The Cold War Begins	SS.US.9.19.1	Explain how political ideology shaped the post-war order and led to the Soviet-U.S. arms race
B	5	World War II Reshapes the World	6	The Cold War Begins	SS.WH.6.19.2	Explain the causes of the rise of totalitarian regimes during the post-WWI period
B	5	World War II Reshapes the World	6	The Cold War Begins	SS.WH.7.18.4	Analyze how the Cold War led to global conflict in Asia, the Middle East, and Latin America
B	5	World War II Reshapes the World	7	The Cold War Spreads	SS.US.9.19.1	Explain how political ideology shaped the post-war order and led to the Soviet-U.S. arms race
B	5	World War II Reshapes the World	7	The Cold War Spreads	SS.WH.7.17.2	Analyze the impacts of nationalist revolutionary leaders and movements in achieving independence
B	5	World War II Reshapes the World	7	The Cold War Spreads	SS.WH.7.18.4	Analyze how the Cold War led to global conflict in Asia, the Middle East, and Latin America
B	5	World War II Reshapes the World	8	China Transformed	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
B	5	World War II Reshapes the World	9	The West in the Postwar Era	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
B	5	World War II Reshapes the World	10	Beyond the Cold War	SS.9-12.4.2	Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
B	5	World War II Reshapes the World	10	Beyond the Cold War	SS.WH.7.17.2	Analyze the impacts of nationalist revolutionary leaders and movements in achieving independence
B	5	World War II Reshapes the World	10	Beyond the Cold War	SS.WH.7.18.4	Analyze how the Cold War led to global conflict in Asia, the Middle East, and Latin America
B	5	World War II Reshapes the World	11	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
B	5	World War II Reshapes the World	12	World War II Reshapes the World Unit Test	Multiple	All assessed standards covered in this unit
B	6	The Contemporary World	1	Postwar Latin America	SS.WH.7.17.2	Analyze the impacts of nationalist revolutionary leaders and movements in achieving independence
B	6	The Contemporary World	2	Dictators in Control	SS.WH.7.17.2	Analyze the impacts of nationalist revolutionary leaders and movements in achieving independence
B	6	The Contemporary World	3	Directions in Latin America	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
B	6	The Contemporary World	4	China Since 1945	SS.WH.7.17.2	Analyze the impacts of nationalist revolutionary leaders and movements in achieving independence
B	6	The Contemporary World	5	South Asia Since 1945	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
B	6	The Contemporary World	6	Southeast Asia Since 1945	SS.WH.7.17.2	Analyze the impacts of nationalist revolutionary leaders and movements in achieving independence
B	6	The Contemporary World	6	Southeast Asia Since 1945	SS.WH.7.19.1	Analyze the causes and effects of decolonization in India, Algeria, and Kenya after WWII
B	6	The Contemporary World	7	East Asia Since 1945	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
B	6	The Contemporary World	8	Advances and Issues in Asia	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field

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B	6	The Contemporary World	9	The End of Colonialism in Africa	SS.WH.7.17.2	Analyze the impacts of nationalist revolutionary leaders and movements in achieving independence
B	6	The Contemporary World	9	The End of Colonialism in Africa	SS.WH.7.19.1	Analyze the causes and effects of decolonization in India, Algeria, and Kenya after WWII
B	6	The Contemporary World	10	Challenges in Modern Africa	SS.WH.8.7.2	Analyze human rights violations and propose solutions to them
B	6	The Contemporary World	11	New Nations in the Middle East	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
B	6	The Contemporary World	12	Ongoing Struggles in the Middle East	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
B	6	The Contemporary World	13	Middle East Politics	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
B	6	The Contemporary World	14	New Threats and Responses	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
B	6	The Contemporary World	15	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
B	6	The Contemporary World	16	The Contemporary World Unit Test	Multiple	All assessed standards covered in this unit
B	7	Looking Back and Ahead	1	Global Interaction and Interdependence	SS.9-12.5.1	Identify local, regional and/or global problems or issues by using interdisciplinary lenses
B	7	Looking Back and Ahead	1	Global Interaction and Interdependence	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
B	7	Looking Back and Ahead	1	Global Interaction and Interdependence	SS.9-12.5.4	Create an action plan to address a solution to a problem or issue and demonstrate substantive evidence of implementation
B	7	Looking Back and Ahead	2	Global Economic Issues	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
B	7	Looking Back and Ahead	3	Social and Environmental Challenges	SS.9-12.5.1	Identify local, regional and/or global problems or issues by using interdisciplinary lenses
B	7	Looking Back and Ahead	3	Social and Environmental Challenges	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
B	7	Looking Back and Ahead	3	Social and Environmental Challenges	SS.9-12.5.3	Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns
B	7	Looking Back and Ahead	3	Social and Environmental Challenges	SS.9-12.5.4	Create an action plan to address a solution to a problem or issue and demonstrate substantive evidence of implementation
B	7	Looking Back and Ahead	3	Social and Environmental Challenges	SS.WH.8.12.1	Analyze the factors affecting climate change and global sustainability
B	7	Looking Back and Ahead	3	Social and Environmental Challenges	SS.WH.8.7.2	Analyze human rights violations and propose solutions to them
B	7	Looking Back and Ahead	4	Climate Change	SS.9-12.5.3	Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns
B	7	Looking Back and Ahead	4	Climate Change	SS.WH.8.12.1	Analyze the factors affecting climate change and global sustainability
B	7	Looking Back and Ahead	5	Combating Global Issues	SS.9-12.5.3	Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns
B	7	Looking Back and Ahead	6	Technology, Science, and the Standard of Living	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
B	7	Looking Back and Ahead	7	Wrapping Up, Part 1	SS.9-12.1.1	Create compelling questions representing key ideas of the disciplines
B	7	Looking Back and Ahead	7	Wrapping Up, Part 1	SS.9-12.1.3	Create supporting questions that address key ideas identified in compelling questions
B	7	Looking Back and Ahead	7	Wrapping Up, Part 1	SS.9-12.2.1	Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
B	7	Looking Back and Ahead	7	Wrapping Up, Part 1	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
B	7	Looking Back and Ahead	7	Wrapping Up, Part 1	SS.9-12.4.2	Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
B	7	Looking Back and Ahead	8	Wrapping Up, Part 2	SS.9-12.1.1	Create compelling questions representing key ideas of the disciplines
B	7	Looking Back and Ahead	8	Wrapping Up, Part 2	SS.9-12.1.3	Create supporting questions that address key ideas identified in compelling questions

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B	7	Looking Back and Ahead	8	Wrapping Up, Part 1	SS.9-12.2.1	Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
B	7	Looking Back and Ahead	8	Wrapping Up, Part 2	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
B	7	Looking Back and Ahead	8	Wrapping Up, Part 2	SS.9-12.3.2	Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims
B	7	Looking Back and Ahead	9	Wrapping Up, Part 3	SS.9-12.1.3	Create supporting questions that address key ideas identified in compelling questions
B	7	Looking Back and Ahead	9	Wrapping Up, Part 3	SS.9-12.3.2	Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims
B	7	Looking Back and Ahead	10	Wrapping Up, Part 4	SS.9-12.1.4	Explain how new compelling and supporting questions emerge
B	7	Looking Back and Ahead	10	Wrapping Up, Part 4	SS.9-12.3.2	Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims
B	7	Looking Back and Ahead	11	Finalizing the Project	SS.9-12.1.1	Create compelling questions representing key ideas of the disciplines
B	7	Looking Back and Ahead	11	Finalizing the Project	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
B	7	Looking Back and Ahead	11	Finalizing the Project	SS.9-12.1.3	Create supporting questions that address key ideas identified in compelling questions
B	7	Looking Back and Ahead	11	Finalizing the Project	SS.9-12.1.4	Explain how new compelling and supporting questions emerge
B	7	Looking Back and Ahead	11	Finalizing the Project	SS.9-12.2.1	Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
B	7	Looking Back and Ahead	11	Finalizing the Project	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
B	7	Looking Back and Ahead	11	Finalizing the Project	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
B	7	Looking Back and Ahead	11	Finalizing the Project	SS.9-12.3.2	Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims
B	7	Looking Back and Ahead	11	Finalizing the Project	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
B	7	Looking Back and Ahead	11	Finalizing the Project	SS.9-12.4.2	Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
B	7	Looking Back and Ahead	12	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
B	7	Looking Back and Ahead	13	Looking Back and Ahead Unit Test	Multiple	All assessed standards covered in this unit
B	8	Semester Review and Test	1	Semester Test Review 1	Multiple	All assessed standards covered by this point in the course
B	8	Semester Review and Test	2	Semester Test Review 2	Multiple	All assessed standards covered by this point in the course
B	8	Semester Review and Test	3	Semester Test	Multiple	All assessed standards covered by this point in the course



Hawaii United States History and Government Grade 10 Standards Attachment 28 - ACAD Compared to HST303E3N US History



Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	American Beginnings	1	Semester Introduction	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
A	1	American Beginnings	2	Peopling the Americas	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
A	1	American Beginnings	3	Earliest Americans: New Discoveries	SS.9-12.2.1	Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
A	1	American Beginnings	4	The North American Continent	N/A	No grade-level state specific standards applicable for this lesson.
A	1	American Beginnings	5	Worlds Meet	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	1	American Beginnings	6	Pilgrims and Puritans in New England	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
A	1	American Beginnings	7	Colonies Grow and Change	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
A	1	American Beginnings	8	New Ideas and Issues	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	1	American Beginnings	9	Looking at the Colonies	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
A	1	American Beginnings	10	More Perspectives on Independence	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	1	American Beginnings	10	More Perspectives on Independence	SS.9-12.3.2	Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims
A	1	American Beginnings	10	More Perspectives on Independence	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
A	1	American Beginnings	11	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
A	1	American Beginnings	12	American Beginnings Unit Test	Multiple	All assessed standards covered in this unit
A	2	Formation of the United States	1	Moving Toward Independence	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	2	Formation of the United States	2	We Hold These Truths	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of view
A	2	Formation of the United States	2	We Hold These Truths	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	2	Formation of the United States	3	Revolution	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
A	2	Formation of the United States	4	A Long War	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of view
A	2	Formation of the United States	5	More Players in the Revolution	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
A	2	Formation of the United States	6	Governing a New Nation	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	2	Formation of the United States	7	Seeking a More Perfect Union	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	2	Formation of the United States	7	Seeking a More Perfect Union	SS.PID.1.19.2	Analyze the problems and compromises that shaped the United States Constitution
A	2	Formation of the United States	8	Ratification	SS.6-8.2.2	Gather relevant information from credible sources representing a wide range of view
A	2	Formation of the United States	9	Native American Sovereignty	SS.9-12.3.2	Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims

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A	2	Formation of the United States	10	The U.S. Constitution	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	2	Formation of the United States	10	The U.S. Constitution	SS.PID.2.8.2	Analyze the role of the three branches of government in the lawmaking process
A	2	Formation of the United States	11	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
A	2	Formation of the United States	12	Formation of the United States Unit Test	Multiple	All assessed standards covered in this unit
A	3	The New Republic	1	The New Republic	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	3	The New Republic	1	The New Republic	SS.PID.1.11.3	Explain the perspective of both Hamilton and Jefferson on the optimal strength of the federal government and its role in the national economy
A	3	The New Republic	2	The Washington Presidency	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	3	The New Republic	2	The Washington Presidency	SS.PID.1.11.3	Explain the perspective of both Hamilton and Jefferson on the optimal strength of the federal government and its role in the national economy
A	3	The New Republic	3	A New Leader	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	3	The New Republic	4	Patriot Act: Impact and Aftermath	SS.US.12.16.2	Analyze U.S. responses to global challenges and crises
A	3	The New Republic	5	Transfer of Power	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	3	The New Republic	6	The War of 1812	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	3	The New Republic	7	Nationalism: Culture and Economy	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	3	The New Republic	8	Nationalism: Politics and the Judiciary	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	3	The New Republic	8	Nationalism: Politics and the Judiciary	SS.PID.3.17.1	Explain the significance and impact of landmark Supreme Court cases in American history
A	3	The New Republic	9	Nationalism: Foreign Affairs	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	3	The New Republic	10	Eventful Times	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	3	The New Republic	10	Eventful Times	SS.9-12.4.2	Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, and digital documentary)
A	3	The New Republic	11	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
A	3	The New Republic	12	The New Republic Unit Test	Multiple	All assessed standards covered in this unit
A	4	Change and Growth	1	A Revolution in American Industry	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	4	Change and Growth	2	A Revolution in Transportation	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	4	Change and Growth	3	Going Places	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	4	Change and Growth	4	New Politics	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information

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A	4	Change and Growth	5	Jackson's Progress	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	4	Change and Growth	6	Legacies	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	4	Change and Growth	7	Reparations for Indigenous Peoples	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
A	4	Change and Growth	8	Northern Ways	SS.US.1.16.1	Analyze reasons groups migrated to and within the United States
A	4	Change and Growth	9	Southern Ways	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
A	4	Change and Growth	10	Comparing, Contrasting, Predicting	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	4	Change and Growth	11	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
A	4	Change and Growth	12	Change and Growth Unit Test	Multiple	All assessed standards covered in this unit
A	5	Forging a National Identity	1	Seeking Perfection	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	5	Forging a National Identity	2	Freedom for All	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	5	Forging a National Identity	3	Global Women's Rights Advances	SS.US.3.7.3	Analyze the development of the women's suffrage movement over time and its legacy
A	5	Forging a National Identity	4	A New American Culture	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	5	Forging a National Identity	5	Education for All	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	5	Forging a National Identity	5	Education for All	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
A	5	Forging a National Identity	5	Education for All	SS.9-12.5.1	Identify local, regional and/or global problems or issues by using interdisciplinary lenses
A	5	Forging a National Identity	6	Reflections	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	5	Forging a National Identity	7	Cultural Contributions of Hispanic and Native Americans	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
A	5	Forging a National Identity	8	The Push West	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
A	5	Forging a National Identity	9	Texas: The Lone Star Republic	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	5	Forging a National Identity	10	War and Riches	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
A	5	Forging a National Identity	11	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
A	5	Forging a National Identity	12	Forging a National Identity Unit Test	Multiple	All assessed standards covered in this unit
A	6	The Union in Crisis	1	Growing Apart	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	6	The Union in Crisis	2	Debate, Division, and Disunion	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	6	The Union in Crisis	3	The War Begins	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both

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A	6	The Union in Crisis	4	Terrible Conflicts	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
A	6	The Union in Crisis	5	War's End	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	6	The Union in Crisis	6	A War on All Fronts	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
A	6	The Union in Crisis	7	Reuniting a Nation	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	6	The Union in Crisis	8	Reconstructing a Nation	SS.9-12.3.2	Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims
A	6	The Union in Crisis	9	African American Cultural Contributions	SS.9-12.4.2	Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, and digital documentary)
A	6	The Union in Crisis	10	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
A	6	The Union in Crisis	11	The Union in Crisis Unit Test	Multiple	All assessed standards covered in this unit
A	7	Entering the Modern Era	1	Settling the American West	SS.US.1.16.1	Analyze reasons groups migrated to and within the United States
A	7	Entering the Modern Era	2	Asian American Cultural Contributions	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
A	7	Entering the Modern Era	3	Lifestyles in the Changing West	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	7	Entering the Modern Era	4	The End of a Way of Life	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
A	7	Entering the Modern Era	5	Native American Boarding Schools	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
A	7	Entering the Modern Era	6	New Industries Emerge	SS.US.2.10.1	Analyze features of distinct market structures and government efforts to influence them
A	7	Entering the Modern Era	6	New Industries Emerge	SS.US.2.7.2	Assess how business magnates came to dominate politics in the Gilded Age
A	7	Entering the Modern Era	7	Inventors and Industrialists	SS.US.2.7.2	Assess how business magnates came to dominate politics in the Gilded Age
A	7	Entering the Modern Era	8	How Big Is Too Big?	SS.US.2.7.2	Assess how business magnates came to dominate politics in the Gilded Age
A	7	Entering the Modern Era	9	The Price of Industrialization	SS.US.2.7.3	Evaluate the effectiveness of labor unions and populists in shaping public policy
A	7	Entering the Modern Era	10	Seeking a Better Way	SS.US.2.7.3	Evaluate the effectiveness of labor unions and populists in shaping public policy
A	7	Entering the Modern Era	11	Beacon of Hope	SS.US.1.16.1	Analyze reasons groups migrated to and within the United States
A	7	Entering the Modern Era	12	The Immigrant Experience	SS.US.1.16.1	Analyze reasons groups migrated to and within the United States
A	7	Entering the Modern Era	12	The Immigrant Experience	SS.US.1.8.2	Assess effects of anti-immigrant politics on public policy
A	7	Entering the Modern Era	13	Reparations for African Americans	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
A	7	Entering the Modern Era	13	Reparations for African Americans	SS.9-12.5.3	Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns
A	7	Entering the Modern Era	14	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
A	7	Entering the Modern Era	15	Entering the Modern Era Unit Test	Multiple	All assessed standards covered in this unit
A	8	Semester Review and Test	1	Semester Test Review 1	Multiple	All assessed standards covered by this point in the course
A	8	Semester Review and Test	2	Semester Test Review 2	Multiple	All assessed standards covered by this point in the course
A	8	Semester Review and Test	3	Semester Test Review 3	Multiple	All assessed standards covered by this point in the course
A	8	Semester Review and Test	4	Semester Test	Multiple	All assessed standards covered by this point in the course
B	1	A New Century	1	Semester Introduction	N/A	No grade-level state specific standards applicable for this lesson.
B	1	A New Century	2	Cities Grow	SS.US.3.15.1	Analyze the benefits and challenges associated with rapidly growing urban areas

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B	1	A New Century	3	City Life	SS.US.3.15.1	Analyze the benefits and challenges associated with rapidly growing urban areas
B	1	A New Century	4	Populists	SS.US.2.7.3	Evaluate the effectiveness of labor unions and populists in shaping public policy
B	1	A New Century	5	Third-Party Politics	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
B	1	A New Century	6	Progressives	SS.US.3.8.2	Assess the efforts of Progressive Era reform movements to improve society, government, business, and the environment
B	1	A New Century	7	Women in the Progressive Era	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
B	1	A New Century	7	Women in the Progressive Era	SS.US.3.8.2	Assess the efforts of Progressive Era reform movements to improve society, government, business, and the environment
B	1	A New Century	8	Taking On Power	SS.US.3.7.3	Analyze the development of the women's suffrage movement over time and its legacy
B	1	A New Century	8	Taking On Power	SS.US.3.8.2	Assess the efforts of Progressive Era reform movements to improve society, government, business, and the environment
B	1	A New Century	9	Less Than Equal	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
B	1	A New Century	10	Demanding a Voice	SS.US.3.7.3	Analyze the development of the women's suffrage movement over time and its legacy
B	1	A New Century	11	Making a Difference	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
B	1	A New Century	12	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
B	1	A New Century	13	A New Century Unit Test	Multiple	All assessed standards covered in this unit
B	2	Turning Points	1	Choosing a Topic and Format	SS.9-12.1.1	Create compelling questions representing key ideas of the disciplines
B	2	Turning Points	1	Choosing a Topic and Format	SS.9-12.1.3	Create supporting questions that address key ideas identified in compelling questions
B	2	Turning Points	1	Choosing a Topic and Format	SS.9-12.1.4	Explain how new compelling and supporting questions emerge
B	2	Turning Points	1	Choosing a Topic and Format	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
B	2	Turning Points	1	Choosing a Topic and Format	SS.9-12.4.2	Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, and digital documentary)
B	2	Turning Points	2	The Annotated Bibliography	SS.9-12.2.1	Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
B	2	Turning Points	2	The Annotated Bibliography	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
B	2	Turning Points	2	The Annotated Bibliography	SS.9-12.4.2	Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, and digital documentary)
B	2	Turning Points	3	The Process Paper	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
B	2	Turning Points	3	The Process Paper	SS.9-12.1.3	Create supporting questions that address key ideas identified in compelling questions
B	2	Turning Points	3	The Process Paper	SS.9-12.1.4	Explain how new compelling and supporting questions emerge
B	2	Turning Points	3	The Process Paper	SS.9-12.2.1	Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
B	2	Turning Points	3	The Process Paper	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
B	2	Turning Points	3	The Process Paper	SS.9-12.4.2	Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, and digital documentary)

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B	2	Turning Points	4	The Project	SS.9-12.4.2	Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, and digital documentary)
B	2	Turning Points	5	An American Empire	SS.9-12.1.1	Create compelling questions representing key ideas of the disciplines
B	2	Turning Points	5	An American Empire	SS.9-12.3.2	Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims
B	2	Turning Points	5	An American Empire	SS.US.4.19.1	Analyze the factors that enabled the United States to become an imperial power
B	2	Turning Points	6	Presidents and Policies	SS.US.4.16.2	Evaluate the effects of U.S. foreign policy in Latin America, Asia, and the Pacific
B	2	Turning Points	7	American Imperialism	SS.US.4.16.2	Evaluate the effects of U.S. foreign policy in Latin America, Asia, and the Pacific
B	2	Turning Points	7	American Imperialism	SS.US.4.19.1	Analyze the factors that enabled the United States to become an imperial power
B	2	Turning Points	8	The Great War	SS.US.4.16.2	Evaluate the effects of U.S. foreign policy in Latin America, Asia, and the Pacific
B	2	Turning Points	8	The Great War	SS.US.5.18.3	Analyze how internationalism and isolationism shaped U.S. foreign policy after World War I
B	2	Turning Points	8	The Great War	SS.US.5.19.1	Distinguish between the long-term causes and triggering events that led the United States into World War I
B	2	Turning Points	9	The War at Home	SS.US.5.8.2	Evaluate wartime restrictions on civil liberties
B	2	Turning Points	10	Espionage Act	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
B	2	Turning Points	10	Espionage Act	SS.9-12.5.3	Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns
B	2	Turning Points	10	Espionage Act	SS.US.5.8.2	Evaluate wartime restrictions on civil liberties
B	2	Turning Points	11	Assessing the Great War	SS.US.5.19.1	Distinguish between the long-term causes and triggering events that led the United States into World War I
B	2	Turning Points	12	Embracing the Peace	SS.US.3.15.1	Analyze the benefits and challenges associated with rapidly growing urban areas
B	2	Turning Points	12	Embracing the Peace	SS.US.6.11.1	Assess how innovations in transportation, communication, and finance changed American society
B	2	Turning Points	12	Embracing the Peace	SS.US.6.17.3	Analyze the cultural contributions of modernism, the Harlem Renaissance, and the New Woman
B	2	Turning Points	13	A New Culture	SS.9-12.4.2	Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, and digital documentary)
B	2	Turning Points	13	A New Culture	SS.US.6.17.3	Analyze the cultural contributions of modernism, the Harlem Renaissance, and the New Woman
B	2	Turning Points	13	A New Culture	SS.US.6.18.2	Compare rival perspectives on economic, social, and religious conflicts in the 1920s
B	2	Turning Points	14	Action and Reaction	SS.US.6.17.3	Analyze the cultural contributions of modernism, the Harlem Renaissance, and the New Woman
B	2	Turning Points	15	Analyzing an Era	SS.US.6.17.3	Analyze the cultural contributions of modernism, the Harlem Renaissance, and the New Woman
B	2	Turning Points	16	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
B	2	Turning Points	17	Turning Points Unit Test	SS.US.6.17.3	Analyze the cultural contributions of modernism, the Harlem Renaissance, and the New Woman
B	3	Democracy Tested	1	The Bubble Bursts	SS.US.7.19.1	Analyze the conditions and policies that led to the Great Depression
B	3	Democracy Tested	2	Great Depression in America	SS.US.7.11.2	Analyze how the decline in production and spending affected Americans during the Great Depression

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B	3	Democracy Tested	2	Great Depression in America	SS.US.7.19.1	Analyze the conditions and policies that led to the Great Depression
B	3	Democracy Tested	3	Seeking Solutions	SS.US.7.10.3	Assess the impact and legacy of New Deal relief, recovery, and reform programs
B	3	Democracy Tested	3	Seeking Solutions	SS.US.7.11.2	Analyze how the decline in production and spending affected Americans during the Great Depression
B	3	Democracy Tested	4	Confronting the Crisis	SS.US.7.10.3	Assess the impact and legacy of New Deal relief, recovery, and reform programs
B	3	Democracy Tested	5	New Strategies	SS.US.7.10.3	Assess the impact and legacy of New Deal relief, recovery, and reform programs
B	3	Democracy Tested	6	Reflections	SS.US.7.10.3	Assess the impact and legacy of New Deal relief, recovery, and reform programs
B	3	Democracy Tested	7	War Clouds	SS.US.8.19.1	Explain the historical developments and policies that resulted in the United States entering World War II
B	3	Democracy Tested	8	Going to War	SS.US.8.17.2	Assess the social, political, and economic transformation of the United States during World War II
B	3	Democracy Tested	8	Going to War	SS.US.8.19.1	Explain the historical developments and policies that resulted in the United States entering World War II
B	3	Democracy Tested	9	Japanese Internment Camps	SS.US.8.17.2	Assess the social, political, and economic transformation of the United States during World War II
B	3	Democracy Tested	9	Japanese Internment Camps	SS.WH.6.17.4	Explain the significance of the Holocaust and other atrocities in WWII and subsequent war crimes tribunals
B	3	Democracy Tested	10	Fighting on Two Fronts	SS.US.8.19.3	Analyze the role of the United States in the outcome of World War II in the European and the Pacific theaters
B	3	Democracy Tested	11	War's End	SS.US.8.19.3	Analyze the role of the United States in the outcome of World War II in the European and the Pacific theaters
B	3	Democracy Tested	12	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
B	3	Democracy Tested	13	Democracy Tested Unit Test	SS.US.7.10.3	Assess the impact and legacy of New Deal relief, recovery, and reform programs
B	3	Democracy Tested	13	Democracy Tested Unit Test	SS.US.7.19.1	Analyze the conditions and policies that led to the Great Depression
B	4	Postwar America	1	A War of Words and Ideas	SS.US.9.19.1	Explain how political ideology shaped the post-war order and led to the Soviet-U.S. arms race
B	4	Postwar America	2	The Cold War at Home and Abroad	SS.US.9.17.2	Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas
B	4	Postwar America	2	The Cold War at Home and Abroad	SS.US.9.7.3	Analyze how anti-communism and the Cold War affected civil liberties, labor, and technology
B	4	Postwar America	3	Eisenhower at the Helm	SS.US.9.17.2	Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas
B	4	Postwar America	3	Eisenhower at the Helm	SS.US.9.7.3	Analyze how anti-communism and the Cold War affected civil liberties, labor, and technology
B	4	Postwar America	4	From War to Peace	SS.US.9.7.3	Analyze how anti-communism and the Cold War affected civil liberties, labor, and technology
B	4	Postwar America	5	Fighting for Freedom at Home	SS.9-12.5.1	Identify local, regional and/or global problems or issues by using interdisciplinary lenses
B	4	Postwar America	5	Fighting for Freedom at Home	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
B	4	Postwar America	5	Fighting for Freedom at Home	SS.US.9.7.3	Analyze how anti-communism and the Cold War affected civil liberties, labor, and technology
B	4	Postwar America	6	A New American Dream	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
B	4	Postwar America	7	The New Frontier	N/A	No grade-level state specific standards applicable for this lesson.
B	4	Postwar America	8	The Beginning of Change	SS.PID.3.17.1	Explain the significance and impact of landmark Supreme Court cases in American history
B	4	Postwar America	8	The Beginning of Change	SS.US.10.6.1	Evaluate the effectiveness of civil rights organizations and actions in overcoming racial segregation

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B	4	Postwar America	9	Demanding Times	SS.US.10.6.1	Evaluate the effectiveness of civil rights organizations and actions in overcoming racial segregation
B	4	Postwar America	10	Towards Equality	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
B	4	Postwar America	10	Towards Equality	SS.US.10.6.1	Evaluate the effectiveness of civil rights organizations and actions in overcoming racial segregation
B	4	Postwar America	11	School Desegregation	SS.9-12.5.3	Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns
B	4	Postwar America	11	School Desegregation	SS.US.10.6.1	Evaluate the effectiveness of civil rights organizations and actions in overcoming racial segregation
B	4	Postwar America	12	A New Generation	SS.US.10.11.2	Evaluate the impact of Great Society-era policies in addressing economic, social, and environmental conditions
B	4	Postwar America	12	A New Generation	SS.US.10.6.1	Evaluate the effectiveness of civil rights organizations and actions in overcoming racial segregation
B	4	Postwar America	12	A New Generation	SS.US.10.6.4	Examine other movements that emerged in the late civil rights era
B	4	Postwar America	13	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
B	4	Postwar America	14	Postwar America Unit Test	SS.PID.3.17.1	Explain the significance and impact of landmark Supreme Court cases in American history
B	4	Postwar America	14	Postwar America Unit Test	SS.US.10.11.2	Evaluate the impact of Great Society-era policies in addressing economic, social, and environmental conditions
B	4	Postwar America	14	Postwar America Unit Test	SS.US.10.6.4	Examine other movements that emerged in the late civil rights era
B	4	Postwar America	14	Postwar America Unit Test	SS.US.9.7.3	Analyze how anti-communism and the Cold War affected civil liberties, labor, and technology
B	5	A Time of Turmoil	1	Crisis	SS.US.9.17.2	Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas
B	5	A Time of Turmoil	2	War in Vietnam	SS.US.10.6.3	Assess the impact of student movements and counter culture on American politics and society
B	5	A Time of Turmoil	3	Reflections on War	SS.US.10.6.3	Assess the impact of student movements and counter culture on American politics and society
B	5	A Time of Turmoil	4	Culture and Counterculture	SS.US.10.6.3	Assess the impact of student movements and counter culture on American politics and society
B	5	A Time of Turmoil	5	Tragedies	SS.US.10.6.3	Assess the impact of student movements and counter culture on American politics and society
B	5	A Time of Turmoil	6	Women on the Move	SS.US.10.6.4	Examine other movements that emerged in the late civil rights era
B	5	A Time of Turmoil	7	Voices for Change	SS.US.10.6.1	Evaluate the effectiveness of civil rights organizations and actions in overcoming racial segregation
B	5	A Time of Turmoil	7	Voices for Change	SS.US.10.6.4	Examine other movements that emerged in the late civil rights era
B	5	A Time of Turmoil	8	Complex Times	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
B	5	A Time of Turmoil	9	The Watergate Scandal	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
B	5	A Time of Turmoil	10	Transition	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
B	5	A Time of Turmoil	11	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
B	5	A Time of Turmoil	12	A Time of Turmoil Unit Test	SS.US.10.6.1	Evaluate the effectiveness of civil rights organizations and actions in overcoming racial segregation
B	6	Toward a New Millennium	1	A Changing Mood	SS.US.11.8.2	Assess the social and political impact of conservatism in the United States
B	6	Toward a New Millennium	2	The Reagan Years	SS.US.11.17.1	Analyze the rise of modern conservatism in the United States
B	6	Toward a New Millennium	3	Cold War Warriors	SS.US.11.8.2	Assess the social and political impact of conservatism in the United States

B	6	Toward a New Millennium	4	Collapse of Soviet Union and the End of the Cold War	SS.US.11.8.2	Assess the social and political impact of conservatism in the United States
B	6	Toward a New Millennium	5	Legacies	SS.US.12.8.1	Evaluate popular and government responses to emerging domestic challenges
B	6	Toward a New Millennium	6	Eastern Europe	SS.US.12.8.1	Evaluate popular and government responses to emerging domestic challenges
B	6	Toward a New Millennium	7	A New Age	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
B	6	Toward a New Millennium	8	The Clinton Years	SS.US.12.8.1	Evaluate popular and government responses to emerging domestic challenges
B	6	Toward a New Millennium	9	Divisions	SS.US.11.17.1	Analyze the rise of modern conservatism in the United States
B	6	Toward a New Millennium	9	Divisions	SS.US.11.8.2	Assess the social and political impact of conservatism in the United States
B	6	Toward a New Millennium	10	The Middle East	SS.US.12.8.1	Evaluate popular and government responses to emerging domestic challenges
B	6	Toward a New Millennium	11	Entering a New Millennium	SS.US.12.8.1	Evaluate popular and government responses to emerging domestic challenges
B	6	Toward a New Millennium	12	New Realities	SS.US.12.16.2	Analyze U.S. responses to global challenges and crises
B	6	Toward a New Millennium	13	War and Disaster	SS.US.12.16.2	Analyze U.S. responses to global challenges and crises
B	6	Toward a New Millennium	14	Looking Ahead	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
B	6	Toward a New Millennium	15	US and Global Challenges	SS.9-12.5.4	Create an action plan to address a solution to the problem or issue and demonstrate substantive evidence of implementation
B	6	Toward a New Millennium	16	Presidential Elections 2012-2020	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
B	6	Toward a New Millennium	17	Preparing for the Unit Test	Multiple	All assessed standards covered in this unit
B	6	Toward a New Millennium	18	Toward a New Millennium Unit Test	Multiple	All assessed standards covered in this unit
B	7	Semester Review and Test	1	Semester Test Review 1	Multiple	All assessed standards covered by this point in the course
B	7	Semester Review and Test	2	Semester Test Review 2	Multiple	All assessed standards covered by this point in the course
B	7	Semester Review and Test	3	Semester Test	SS.PID.3.17.1	Explain the significance and impact of landmark Supreme Court cases in American history
B	7	Semester Review and Test	3	Semester Test	SS.US.10.11.2	Evaluate the impact of Great Society-era policies in addressing economic, social, and environmental conditions
B	7	Semester Review and Test	3	Semester Test	SS.US.10.6.1	Evaluate the effectiveness of civil rights organizations and actions in overcoming racial segregation
B	7	Semester Review and Test	3	Semester Test	SS.US.10.6.3	Assess the impact of student movements and counter culture on American politics and society
B	7	Semester Review and Test	3	Semester Test	SS.US.6.17.3	Analyze the cultural contributions of modernism, the Harlem Renaissance, and the New Woman
B	7	Semester Review and Test	3	Semester Test	SS.US.7.19.1	Analyze the conditions and policies that led to the Great Depression
B	7	Semester Review and Test	3	Semester Test	SS.US.8.19.1	Explain the historical developments and policies that resulted in the United States entering World War II
B	7	Semester Review and Test	3	Semester Test	SS.US.9.7.3	Analyze how anti-communism and the Cold War affected civil liberties, labor, and technology



Hawaii Standards for Participation in a Democracy Grade 12 Attachment 28 - ACAD Compared to HST403DE3 US Government and Politics



Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Principles of Government	1	Course Introduction	N/A	No grade-level state specific standards applicable for this lesson
1	Principles of Government	2	The Purposes of Government	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
1	Principles of Government	3	The Origins of Government	SS.PID.4.10.2	Analyze how the government affects the economic well-being of its citizens
1	Principles of Government	4	Power and Government	SS.PID.4.10.2	Analyze how the government affects the economic well-being of its citizens
1	Principles of Government	5	Politics Among Nations	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
1	Principles of Government	6	Types of Government	SS.PID.1.17.1	Evaluate the extent to which classical philosophy, natural rights philosophy, and English common law informed the thinking of the American Founders
1	Principles of Government	7	American Democracy	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
1	Principles of Government	7	American Democracy	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
1	Principles of Government	7	American Democracy	SS.PID.1.17.1	Evaluate the extent to which classical philosophy, natural rights philosophy, and English common law informed the thinking of the American Founders
1	Principles of Government	8	Living in a Democracy	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
1	Principles of Government	9	Principles of Government Unit Review	Multiple	All assessed standards covered in this unit
1	Principles of Government	10	Principles of Government Unit Test	Multiple	All assessed standards covered in this unit
2	Constitutional Underpinnings	1	Enlightenment Ideas	SS.PID.1.17.1	Evaluate the extent to which classical philosophy, natural rights philosophy, and English common law informed the thinking of the American Founders
2	Constitutional Underpinnings	2	Founding of American Government	SS.PID.1.17.1	Evaluate the extent to which classical philosophy, natural rights philosophy, and English common law informed the thinking of the American Founders
2	Constitutional Underpinnings	3	American Government	SS.PID.1.17.1	Evaluate the extent to which classical philosophy, natural rights philosophy, and English common law informed the thinking of the American Founders
2	Constitutional Underpinnings	4	Creating and Ratifying the Constitution	SS.PID.1.11.3	Explain the perspective of both Hamilton and Jefferson on the optimal strength of the federal government and its role in the national economy
2	Constitutional Underpinnings	4	Creating and Ratifying the Constitution	SS.PID.1.19.2	Analyze the problems and compromises that shaped the United States Constitution
2	Constitutional Underpinnings	5	Different Viewpoints on the Constitution	SS.9-12.3.2	Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims
2	Constitutional Underpinnings	5	Different Viewpoints on the Constitution	SS.PID.1.19.2	Analyze the problems and compromises that shaped the United States Constitution
2	Constitutional Underpinnings	6	The Parts of the U.S. Constitution	SS.PID.1.19.2	Analyze the problems and compromises that shaped the United States Constitution

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2	Constitutional Underpinnings	7	The U.S. Constitution	SS.PID.2.6.1	Explain how the American Constitution embodies the principles of the rule of law, popular sovereignty, separation of powers, checks and balances, and limited government
2	Constitutional Underpinnings	7	The U.S. Constitution	SS.PID.2.8.2	Analyze the role of the three branches of government in the lawmaking process
2	Constitutional Underpinnings	8	Native Americans and the Constitution	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
2	Constitutional Underpinnings	9	The Constitutional Amendments	SS.PID.1.19.2	Analyze the problems and compromises that shaped the United States Constitution
2	Constitutional Underpinnings	10	The Division of Powers	SS.PID.2.6.1	Explain how the American Constitution embodies the principles of the rule of law, popular sovereignty, separation of powers, checks and balances, and limited government
2	Constitutional Underpinnings	11	Federalism	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
2	Constitutional Underpinnings	11	Federalism	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
2	Constitutional Underpinnings	11	Federalism	SS.9-12.4.2	Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
2	Constitutional Underpinnings	11	Federalism	SS.PID.1.11.3	Explain the perspective of both Hamilton and Jefferson on the optimal strength of the federal government and its role in the national economy
2	Constitutional Underpinnings	11	Federalism	SS.PID.2.6.1	Explain how the American Constitution embodies the principles of the rule of law, popular sovereignty, separation of powers, checks and balances, and limited government
2	Constitutional Underpinnings	12	Constitutional Underpinnings Unit Review	Multiple	All assessed standards covered in this unit
2	Constitutional Underpinnings	13	Constitutional Underpinnings Unit Test	SS.PID.1.17.1	Evaluate the extent to which classical philosophy, natural rights philosophy, and English common law informed the thinking of the American Founders
2	Constitutional Underpinnings	13	Constitutional Underpinnings Unit Test	SS.PID.1.19.2	Analyze the problems and compromises that shaped the United States Constitution
3	Institutions of Government	1	The Branches of Government	SS.PID.2.8.2	Analyze the role of the three branches of government in the lawmaking process
3	Institutions of Government	2	The Federal Register	SS.PID.2.8.2	Analyze the role of the three branches of government in the lawmaking process
3	Institutions of Government	3	The Organization of Congress	SS.PID.2.8.2	Analyze the role of the three branches of government in the lawmaking process
3	Institutions of Government	4	The Powers of Congress	SS.PID.2.8.2	Analyze the role of the three branches of government in the lawmaking process
3	Institutions of Government	5	Criticisms of Congress	SS.PID.2.8.2	Analyze the role of the three branches of government in the lawmaking process
3	Institutions of Government	6	The Demographics of Congress	SS.PID.2.8.2	Analyze the role of the three branches of government in the lawmaking process
3	Institutions of Government	7	The President	SS.PID.2.8.2	Analyze the role of the three branches of government in the lawmaking process

3	Institutions of Government	8	The Vice President	Attachment 28 - ACAD SS.ID.2.8.2	Analyze the role of the three branches of government in the lawmaking process
3	Institutions of Government	9	Bureaucracy and Civil Service	SS.PID.4.7.1	Draw conclusions about the role of policy makers, interest groups, and the media in shaping public policy
3	Institutions of Government	10	The Structure of the Federal Bureaucracy	SS.PID.4.7.1	Draw conclusions about the role of policy makers, interest groups, and the media in shaping public policy
3	Institutions of Government	11	Careers in Government	SS.9-12.1.1	Create compelling questions representing key ideas of the disciplines
3	Institutions of Government	11	Careers in Government	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
3	Institutions of Government	11	Careers in Government	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
3	Institutions of Government	11	Careers in Government	SS.9-12.4.2	Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
3	Institutions of Government	12	The Justice System	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
3	Institutions of Government	13	The Supreme Court	SS.PID.3.17.1	Explain the significance and impact of landmark Supreme Court cases in American history
3	Institutions of Government	14	Institutions of Government Unit Review	Multiple	All assessed standards covered in this unit
3	Institutions of Government	15	Institutions of Government Unit Test	SS.PID.4.10.2	Analyze how the government affects the economic well-being of its citizens
4	Political Beliefs and Behaviors	1	Types of Political Participation	SS.PID.5.7.1	Plan and demonstrate some ways in which an active citizen can effect change in the community, state, nation, or world
4	Political Beliefs and Behaviors	1	Types of Political Participation	SS.US.3.7.3	Analyze the development of the women's suffrage movement over time and its legacy
4	Political Beliefs and Behaviors	2	Factors Affecting Political Participation	SS.9-12.5.1	Identify local, regional and/or global problems or issues by using interdisciplinary lenses
4	Political Beliefs and Behaviors	2	Factors Affecting Political Participation	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
4	Political Beliefs and Behaviors	2	Factors Affecting Political Participation	SS.9-12.5.3	Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns
4	Political Beliefs and Behaviors	2	Factors Affecting Political Participation	SS.9-12.5.4	Create an action plan to address a solution to the problem or issue and demonstrate substantive evidence of implementation
4	Political Beliefs and Behaviors	2	Factors Affecting Political Participation	SS.PID.5.7.1	Plan and demonstrate some ways in which an active citizen can effect change in the community, state, nation, or world
4	Political Beliefs and Behaviors	2	Factors Affecting Political Participation	SS.US.3.7.3	Analyze the development of the women's suffrage movement over time and its legacy
4	Political Beliefs and Behaviors	3	Factors Affecting Political Opinions	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
4	Political Beliefs and Behaviors	4	Origins of Political Opinions	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
4	Political Beliefs and Behaviors	5	Demographics and Political Opinions	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
4	Political Beliefs and Behaviors	6	The Political Spectrum	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
4	Political Beliefs and Behaviors	7	Liberals and Conservatives	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both

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4	Political Beliefs and Behaviors	7	Liberals and Conservatives	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
4	Political Beliefs and Behaviors	7	Liberals and Conservatives	SS.9-12.4.2	Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)
4	Political Beliefs and Behaviors	8	Polling	SS.9-12.1.1	Create compelling questions representing key ideas of the disciplines
4	Political Beliefs and Behaviors	8	Polling	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
4	Political Beliefs and Behaviors	8	Polling	SS.9-12.1.3	Create supporting questions that address key ideas identified in compelling questions
4	Political Beliefs and Behaviors	8	Polling	SS.9-12.1.4	Explain how new compelling and supporting questions emerge
4	Political Beliefs and Behaviors	9	Political Beliefs and Behaviors Unit Review	Multiple	All assessed standards covered in this unit
4	Political Beliefs and Behaviors	10	Political Beliefs and Behaviors Unit Test	SS.PID.5.7.1	Plan and demonstrate some ways in which an active citizen can effect change in the community, state, nation, or world
4	Political Beliefs and Behaviors	10	Political Beliefs and Behaviors Unit Test	SS.US.3.7.3	Analyze the development of the women's suffrage movement over time and its legacy
5	Linkage Institutions	1	Political Party Systems and History	SS.9-12.2.1	Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
5	Linkage Institutions	2	Political Party Platforms and Minor Parties	SS.9-12.2.1	Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
5	Linkage Institutions	3	Joining a Political Party	SS.9-12.2.1	Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
5	Linkage Institutions	4	Types of Elections	SS.9-12.2.1	Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
5	Linkage Institutions	5	Presidential Elections	SS.9-12.2.1	Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
5	Linkage Institutions	6	Voting in Elections	SS.PID.3.7.2	Assess the importance of exercising the rights and responsibilities of citizenship in a democracy
5	Linkage Institutions	7	Types of Interest Groups	SS.9-12.2.1	Evaluate the credibility of a source by examining its origin, author, context, content, and corroborative value
5	Linkage Institutions	8	People and Interest Groups	SS.PID.3.7.2	Assess the importance of exercising the rights and responsibilities of citizenship in a democracy
5	Linkage Institutions	8	People and Interest Groups	SS.PID.4.7.1	Draw conclusions about the role of policy makers, interest groups, and the media in shaping public policy
5	Linkage Institutions	8	People and Interest Groups	SS.PID.5.7.1	Plan and demonstrate some ways in which an active citizen can effect change in the community, state, nation, or world
5	Linkage Institutions	9	Tactics of Interest Groups	SS.PID.4.7.1	Draw conclusions about the role of policy makers, interest groups, and the media in shaping public policy
5	Linkage Institutions	10	The Role of Media	SS.PID.4.7.1	Draw conclusions about the role of policy makers, interest groups, and the media in shaping public policy
5	Linkage Institutions	11	Types of Media	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
5	Linkage Institutions	11	Types of Media	SS.9-12.5.1	Identify local, regional and/or global problems or issues by using interdisciplinary lenses
5	Linkage Institutions	11	Types of Media	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it

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5	Linkage Institutions	11	Types of Media	SS.9-12.5.3	Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns
5	Linkage Institutions	11	Types of Media	SS.9-12.5.4	Create an action plan to address a solution to the problem or issue and demonstrate substantive evidence of implementation
5	Linkage Institutions	11	Types of Media	SS.PID.4.7.1	Draw conclusions about the role of policy makers, interest groups, and the media in shaping public policy
5	Linkage Institutions	12	Linkage Institutions Unit Review	Multiple	All assessed standards covered in this unit
5	Linkage Institutions	13	Linkage Institutions Unit Test	Multiple	All assessed standards covered in this unit
6	The Art of Policymaking	1	Making Policy	SS.PID.4.10.2	Analyze how the government affects the economic well-being of its citizens
6	The Art of Policymaking	1	Making Policy	SS.PID.4.16.3	Evaluate the degree to which the United States affects and is affected by geopolitics and international economics
6	The Art of Policymaking	1	Making Policy	SS.PID.4.7.1	Draw conclusions about the role of policy makers, interest groups, and the media in shaping public policy
6	The Art of Policymaking	2	Evaluating Policy	SS.PID.4.7.1	Draw conclusions about the role of policy makers, interest groups, and the media in shaping public policy
6	The Art of Policymaking	3	Economic Policy	SS.PID.4.10.2	Analyze how the government affects the economic well-being of its citizens
6	The Art of Policymaking	3	Economic Policy	SS.PID.4.16.3	Evaluate the degree to which the United States affects and is affected by geopolitics and international economics
6	The Art of Policymaking	3	Economic Policy	SS.PID.4.7.1	Draw conclusions about the role of policy makers, interest groups, and the media in shaping public policy
6	The Art of Policymaking	4	Social Policy	SS.9-12.3.1	Develop claims and counterclaims using evidence that draws directly and substantively from multiple sources while pointing out the strengths and limitations of both
6	The Art of Policymaking	4	Social Policy	SS.9-12.4.1	Construct arguments and explanations using sound reasoning, appropriate structure, and examples and details while acknowledging counterclaims and evidentiary weaknesses
6	The Art of Policymaking	4	Social Policy	SS.PID.4.7.1	Draw conclusions about the role of policy makers, interest groups, and the media in shaping public policy
6	The Art of Policymaking	5	Foreign Policy	SS.PID.4.16.3	Evaluate the degree to which the United States affects and is affected by geopolitics and international economics
6	The Art of Policymaking	5	Foreign Policy	SS.PID.4.7.1	Draw conclusions about the role of policy makers, interest groups, and the media in shaping public policy
6	The Art of Policymaking	6	State Governments	SS.PID.4.10.2	Analyze how the government affects the economic well-being of its citizens
6	The Art of Policymaking	7	Local Governments	SS.9-12.1.1	Create compelling questions representing key ideas of the disciplines
6	The Art of Policymaking	7	Local Governments	SS.9-12.1.2	Critique compelling questions that reflect an enduring issue in the field
6	The Art of Policymaking	7	Local Governments	SS.9-12.1.3	Create supporting questions that address key ideas identified in compelling questions
6	The Art of Policymaking	7	Local Governments	SS.9-12.1.4	Explain how new compelling and supporting questions emerge
6	The Art of Policymaking	7	Local Governments	SS.PID.4.10.2	Analyze how the government affects the economic well-being of its citizens
6	The Art of Policymaking	8	Your Local Government	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
6	The Art of Policymaking	8	Your Local Government	SS.PID.4.10.2	Analyze how the government affects the economic well-being of its citizens
6	The Art of Policymaking	9	Purposes of State and Local Government	SS.9-12.2.2	Gather relevant information from credible sources representing a wide range of views, and note any inconsistencies in the information
6	The Art of Policymaking	10	The Art of Policymaking Unit Review	Multiple	All assessed standards covered in this unit

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6	The Art of Policymaking	11	The Art of Policymaking Unit Test	Multiple	All assessed standards covered in this unit
7	Civil Liberties and Civil Rights	1	Types of Rights	SS.PID.3.17.1	Explain the significance and impact of landmark Supreme Court cases in American history
7	Civil Liberties and Civil Rights	2	U.S. Bill of Rights	SS.PID.3.17.1	Explain the significance and impact of landmark Supreme Court cases in American history
7	Civil Liberties and Civil Rights	3	Natural, Civil, and Human Rights	SS.PID.3.17.1	Explain the significance and impact of landmark Supreme Court cases in American history
7	Civil Liberties and Civil Rights	4	The Freedom of Religion	SS.PID.3.17.1	Explain the significance and impact of landmark Supreme Court cases in American history
7	Civil Liberties and Civil Rights	5	The Freedom of Speech	SS.PID.3.17.1	Explain the significance and impact of landmark Supreme Court cases in American history
7	Civil Liberties and Civil Rights	6	The Freedoms of Press, Assembly, and Petition	SS.PID.3.17.1	Explain the significance and impact of landmark Supreme Court cases in American history
7	Civil Liberties and Civil Rights	7	Privacy Rights, Part 1	SS.PID.3.17.1	Explain the significance and impact of landmark Supreme Court cases in American history
7	Civil Liberties and Civil Rights	8	Privacy Rights, Part 2	SS.PID.3.17.1	Explain the significance and impact of landmark Supreme Court cases in American history
7	Civil Liberties and Civil Rights	9	Due Process	SS.PID.3.17.1	Explain the significance and impact of landmark Supreme Court cases in American history
7	Civil Liberties and Civil Rights	10	Advancing Rights for African Americans	SS.PID.3.17.1	Explain the significance and impact of landmark Supreme Court cases in American history
7	Civil Liberties and Civil Rights	11	Advancing Rights for Women	SS.PID.3.17.1	Explain the significance and impact of landmark Supreme Court cases in American history
7	Civil Liberties and Civil Rights	12	The Pursuit for Equal Rights	SS.PID.3.7.2	Assess the importance of exercising the rights and responsibilities of citizenship in a democracy
7	Civil Liberties and Civil Rights	13	Contributing to the Community	SS.9-12.5.1	Identify local, regional and/or global problems or issues by using interdisciplinary lenses
7	Civil Liberties and Civil Rights	13	Contributing to the Community	SS.9-12.5.2	Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
7	Civil Liberties and Civil Rights	14	Civil Liberties and Civil Rights Unit Review	Multiple	All assessed standards covered in this unit
7	Civil Liberties and Civil Rights	15	Civil Liberties and Civil Rights Unit Test	Multiple	All assessed standards covered in this unit
8	U.S. Government and Politics Semester Review and Test	1	Semester Review	Multiple	All assessed standards covered by this point in the course
8	U.S. Government and Politics Semester Review and Test	2	U.S. Government and Politics Semester Test, Part 1	SS.PID.1.17.1	Evaluate the extent to which classical philosophy, natural rights philosophy, and English common law informed the thinking of the American Founders
8	U.S. Government and Politics Semester Review and Test	2	U.S. Government and Politics Semester Test, Part 1	SS.PID.5.7.1	Plan and demonstrate some ways in which an active citizen can effect change in the community, state, nation, or world
8	U.S. Government and Politics Semester Review and Test	2	U.S. Government and Politics Semester Test, Part 1	SS.US.3.7.3	Analyze the development of the women's suffrage movement over time and its legacy
8	U.S. Government and Politics Semester Review and Test	3	U.S. Government and Politics Semester Test, Part 2	SS.PID.1.17.1	Evaluate the extent to which classical philosophy, natural rights philosophy, and English common law informed the thinking of the American Founders
8	U.S. Government and Politics Semester Review and Test	3	U.S. Government and Politics Semester Test, Part 2	SS.PID.5.7.1	Plan and demonstrate some ways in which an active citizen can effect change in the community, state, nation, or world
8	U.S. Government and Politics Semester Review and Test	3	U.S. Government and Politics Semester Test, Part 2	SS.US.3.7.3	Analyze the development of the women's suffrage movement over time and its legacy

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29. Explain how the instructional methodology of your proposed model aligns with your mission across all proposed grade levels

Our mission is to provide a K through 12 world class, adaptive, synchronous and asynchronous virtual learning environment powered to meet the needs and interests of students across Hawai'i wherever they are academically, physically, socially, and/or culturally and to prepare them for success in their chosen college or career path, in alignment with their individual kuleana. Our goal is to successfully accomplish our mission across all grade levels demonstrating that, based on the Academic Performance Framework, our mission is ingrained in our education program; guides decision-making and priority setting; and is reflected in student learning and progress.

Our K-12 grade virtual school will immerse students, starting in kindergarten, in experiential learning linked to Career Readiness. The School's curriculum aligns with Hawai'i Subject Matter Standards for grades K-12. It will provide a project-based and collaborative environment with virtual and hands-on experiences for students at every developmental stage. LNCA will meet all the standards and requirements put forth by the Hawai'i State Department of Education for a student to obtain a high school diploma.

The Applicant Governing Board of LNCA believes that high school should no longer be a choice between college or career but preparation for both. The CCR approach, discussed earlier in this application, is more comprehensive than the vocational training of the past and much broader than what is traditionally referred to as Career Technical Education (CTE):

- Students complete core academic subjects alongside applied learning experiences that provide the skills needed to thrive in high-growth industries in both virtual and blended settings.
- Coursework is combined with real-world experience working with industry partners in internships or project-based learning opportunities.
- Students learn in the same environment that today's professionals experience. The environment is rich with professional skills development, virtual interaction, and problem-solving and networking opportunities.
- Graduates enter the next phase of their lives with more than just a diploma, whether they are off to college, entering the workforce – or both.

LNCA's career readiness program will help ensure students enter their post-high school period with a plan that is both informed and well-formed, where going to college can be the right choice, but not the only choice. The School's students can participate in real-world learning experiences, like in-person and virtual internships, externships (short, practical experiences provided by employers), summer jobs, and apprenticeships, that allow them to apply the technical skills they learned in school and develop professional skills like teamwork and critical thinking that drive long-term career success. Most real-world experiences will take place during our students' junior and senior years or during summer breaks. Industry partnerships will be built by dedicated staff members and members of an industry Advisory Council. Counselors will be charged with working with and matching students to real-world learning opportunities.

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The traditional education environment mirrors the work experiences of the past, while the CCR environment creates the new work environment today's students will enter after they graduate.

The curriculum is designed to meet all of Hawai'i's state standards and requirements. It will provide a project-based and collaborative environment with virtual and hands-on experiences for students at every developmental stage.

The Applicant Governing Board believes that the ability to participate in authentic, meaningful career and college preparation opportunities and to earn college credit and/or an industry certification while still in high school is likely to encourage students to persist with their education at LNCA. We plan to provide challenging college-level experiences through dual credit course offerings to our students in all geographic areas where they reside including opportunities for students to physically attend postsecondary institutions.

Hawai'i continues to experience a declining population including a shrinking labor pool according to Hawai'i's Chief State Economist Eugene Tian. Dr. Tian commented on the U.S. Census Bureau's Vintage 2022 National and state population estimates¹ released in March 2023: "We already have a labor shortage, and it will be more difficult for businesses to find the workers they want." This is an existential threat to the state and presents a huge opportunity to ensure our youth can survive and thrive in Hawai'i. Initiatives like [Promising Credentials \(https://hawaiicareerpathways.org/resources/work-based-learning/career-exploration/promising-credentials/\)](https://hawaiicareerpathways.org/resources/work-based-learning/career-exploration/promising-credentials/) show that there is a big need for schools to be thoughtful and intentional about how their career readiness programs can best set students up for success in our local economy, with a particular focus on high-demand and high-wage opportunities. It is estimated that more than 80% of good jobs today require a post-secondary credential, including industry-recognized credentials. Yet, national data shows only 18% of credentials earned by K-12 students in the US hold real value to employers. In HIDOE schools, we've seen a steady increase (<https://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pages/SPDR-1.aspx>) of career and technical education (CTE) concentrators, but we haven't seen much of a parallel increase in foundational academic proficiency in math, science, or reading. That indicates that there might be a disconnect in CTE programs with how they connect to this foundational knowledge.

In his State of the State Address on January 24, 2022, Governor David Ige focused on the critical need for virtual education and how the State is working to meet this critical need saying:

- *We've long talked about distance learning—but more as an alternative to the traditional classroom. The pandemic made us realize that we could use virtual classrooms to ensure that every student has every opportunity to learn no matter where they live.*
- *We dedicated \$5 million for UH to launch a Hawai'i Online Portal for Education, which is developing curriculum for distance learning and additional training for teachers. The projects include everything from STEM education to agriculture. One of these projects is Ka'u Dream, a place-based, community-focused education initiative on Hawai'i island.*

¹ <https://www.census.gov/newsroom/press-releases/2022/2022-population-estimates.html>

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Educators and the community have worked together to align the curriculum to career and business opportunities in Ka'u. They created enhanced learning activities that will engage and inspire students beyond graduation. This community-led initiative is a model for building thriving communities across the state.

The traditional way most schools educate our youth has not changed. The Applicant Governing Board is focused on meeting the critical career education needs of the State's students that the Governor pointed out in his State of the State Address. LNCA will be an innovator and a catalyst for educational change in Hawai'i.

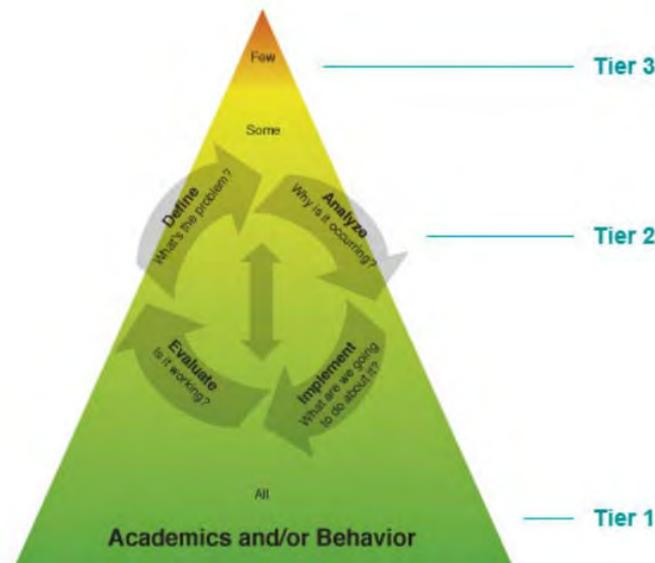
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30. Explain how will you accommodate the (differentiated) needs of all students, such as English Learners, Students with Disabilities (SWD), at-risk students, and students who are far below or above grade level, and the targeted student population?

Below/Above Grade Level, At-Risk, and Targeted Student Population

LNCA understands that each student is unique and learns differently, and that effective instruction encompasses Universal Design approaches. LNCA will implement a Multi-Tier System of Support (MTSS), a multi-tiered research-based approach for early identification and support of students' learning and behavioral needs that is aligned with the School's instructional program (see **Attachment 11 - EIS**). Through the implementation of a tiered system of instruction and intervention, teachers implement teaching strategies and work proactively to design lessons to meet all learner needs through differentiated strategies. Through the implementation of a Universal Screener Tool, students' academic strengths and weaknesses are identified before the beginning of the school year or after enrollment approval.

MTSS Pyramid of Support



Using a multi-tiered approach to efficiently differentiate instruction for all students, LNCA will create systems and procedures for continual data analysis, regular data conferences, and ongoing teacher training. Struggling learners at Tiers I, II, and III will be provided with interventions at increasing levels of intensity to accelerate their rate of learning. Examples of identified research-based intervention programs available for teachers to assign students within the learning platform:

- MindPlay: evidence-based, fully adaptive reading intervention tool for K-12 students. Students work in the intervention for 30 minutes daily.
- Skills Arcade: a supplemental tool for differentiated learning for K-8 students in math, language arts, reading, and science.

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Data analysis will be used to inform and evaluate each student and their unique learning needs regardless of tiered level. Through the implementation of regular data conferences, students will be identified proactively as at-risk, on-track, or advanced students. Students identified as at-risk or advanced will have measurable action steps developed in response to the data analysis; action steps will include SMART goals, instructional strategies, and a system for follow-up to monitor progress on each of the identified individual students. Decisions about the intensity and duration of interventions will be based on individual student responses to instruction. These services will be provided by a variety of personnel, including general education teachers, special education teachers, and specialists.

LNCA will have defined tiered system procedures that will be aligned with Hawai'i State requirements. In addition to regularly occurring data team meetings, tiered team members will conduct a deeper data dive on those students identified in Tier II or Tier III. Depending on the type of identified need, academic and/or behavioral, needs can be addressed through intervention support and data collection to validate each student's response to instruction. Tiered teams are composed of a diverse background of stakeholders, often including a grade-level administrator, math teacher, English teacher, and other content area staff.

Students identified as the most at-risk or students that need additional enrichment are ranked using universal screener data, state assessment data, and teacher recommendations. Tier II supports are created based on individual student needs, with a focus on small group, differentiated sessions to address each identified student need. Interim assessments are utilized to continuously drive instruction and to adjust interventions based on student data and response to instruction. Students that need more intensive support are supported in Tier III. Tier III students receive individualized targeted instruction in one-on-one or small group settings.

The K12 online curriculum makes real-time and continuous student data review seamless. Since student progress towards each lesson is recorded and tracked instantly within the online dashboard, teachers and tiered teams are able to analyze and pinpoint specific academic needs of each student. K12 courses provide students with diagnostic assessments throughout the school year that allow the School to track student growth in each subject and proactively target specific areas of need. In addition to diagnostic assessments, courses have built-in formative assessments throughout each course for continual progress monitoring and student data to drive instruction.

Students with Disabilities

As a public charter school, LNCA would welcome the opportunity to serve students with disabilities, students who often find virtual education to be the modality in which they thrive and succeed. The founders believe strongly that all students have strengths and needs that must be recognized, nurtured, and accommodated to reach their full potential as contributing members of society.

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Working with K12, an experienced provider of special education and related services, LNCA will focus on meeting the needs of any enrolled students with an IEP or 504 Plan and ensuring that we are providing directly or arranging for the services called for in the plan. LNCA will also offer necessary accommodations by procuring the technology and other services required in the student's plan to aid students in navigating through their courses. Further, K12's experience making web-based content more accessible to students with disabilities includes incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

Special Education Services and Support

All identified students with a disability will have an IEP meeting upon enrollment with the appropriate team members in attendance. The IEP will include a statement of the student's current level of academic and functional performance and how the student's disability affects his/her ability to progress through the general education curriculum; a statement of measurable goals; and a statement of educational services, program modification(s), and support necessary for the student to be involved in the general education coursework within the new virtual learning environment, including assistive technology. The means for learning and demonstrating proficiency will be aligned with the LNCA performance standards. Assessment accommodations or alternative instruction procedures will be based on the objectives in the student's IEP.

If a student has a behavioral need, the School's staff will conduct a Functional Behavioral Assessment (FBA) and create a Behavioral Intervention Plan (BIP) as appropriate. The IEP team will consider strategies including positive behavioral interventions and support to address behavioral needs through the IEP process.

Students with disabilities will be supported by their general education teacher in the least restrictive environment, in addition to receiving the supportive services of a special education teacher. The student's IEP will determine the type and amount of services necessary to meet the goals of the IEP. Related service providers, if required, will be located within the geographical vicinity of the student or services will be provided virtually if appropriate.

LNCA believes that the IEP is a working document that is to be amended to reflect the student's current academic and functional performance. The IEP will be reviewed at a minimum of once per year and upon evaluation/re-evaluation.

Students with disabilities will participate in the general education program to the greatest extent possible offered by LNCA and as determined by the IEP team. The School's special education teachers will support students with disabilities and provide specially designed instruction through synchronous and asynchronous contact which may include phone conferencing, email, and direct "real-time" interaction through web conferencing tools. With web conferencing, the special education teacher/general education teacher can provide real-

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time support to the student and assessment of progress towards IEP goals. In addition, parent education can be effectively delivered using web conferencing.

Students with disabilities will fully participate in all general education classroom activities with their classmates including outings and field trips. If necessary, transportation will be provided to accommodate the special needs of the student as determined by the IEP team. LNCA will ensure that each student with a disability is placed in the least restrictive environment. Due to the ability of the student to access the general education web-based curriculum at any time, the student receiving special education services or programs within the general education classroom will not miss any general education instruction. Possible exceptions to this would be related services at a provider's office or students who may be better served through a functional or life skills curriculum outside of the general education classroom.

Transition services and supports will be identified for students at age 14 within their IEP. LNCA is committed to all students being prepared for their post-secondary years and students with an IEP will have the same career readiness opportunities as their peers with the appropriate supports in place as identified by the IEP team.

The full continuum of services for students in special education will be identified according to the service time and Least Restrictive Environment identified in the student's IEP. In the circumstance where a student has an intellectual disability and is working on extended evidence outcomes, an alternative curriculum will be provided, along with daily direct instruction from a special education teacher. For a demonstration of a continuum of services for students who are significantly impacted see this Special Education Self-Contained Math Class about angles.

<https://screenpal.com/watch/c0nDrYVylGh>

Based on K12's experience serving over 24,200 students with disabilities in compliance with IDEA, Section 504, and related state statutes and regulations in 30 states as of December 2022, LNCA anticipates that the School will have the ability to provide special education services across all disability categories including autism spectrum disorder, deaf, deaf-blindness, developmental delay, emotional disability, hard of hearing, intellectual disability, multiple disabilities, orthopedic disability, specific learning disability, speech or language disability, traumatic brain injury, and visual disability including blindness.

Related Services

Special services required in a student's IEP (examples listed below) will either be provided by a licensed therapist or individual employed by or contracted by LNCA, ensuring that appropriate licensure and background checks are completed. Therapy may be delivered in the home, virtually, or face-to-face. Face-to-face services are provided at a neutral location as agreed upon by the family and therapist. If needed, transportation will be arranged by the school for the student to attend face-to-face services.

- Orientation and mobility training
- Assistive technology evaluations

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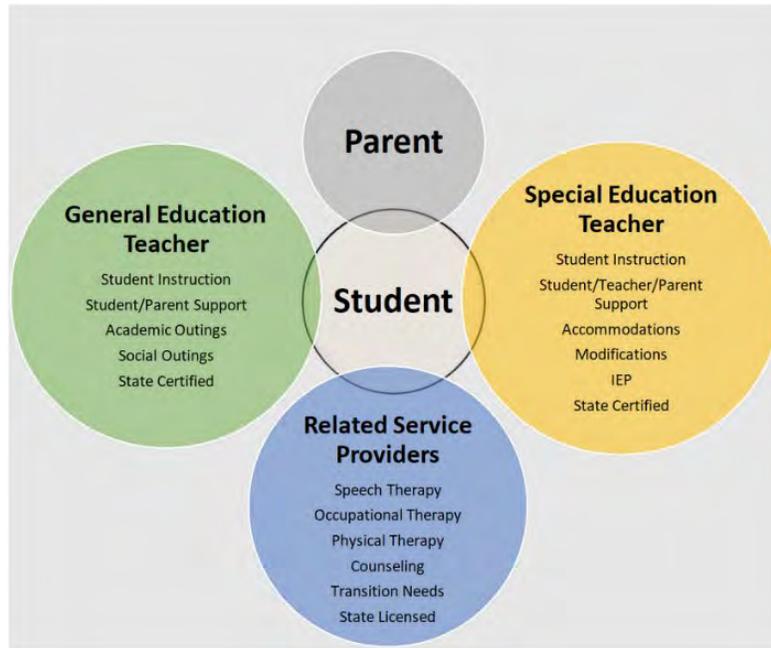
- Counseling services
- Psychological services
- Speech and language services
- Occupational therapy
- Physical therapy
- Transportation (when required)
- Interpreter services for the deaf or hard of hearing

The K12 Related Services Team, which has an extensive network of qualified related providers, will provide support to LNCA upon request by locating therapists, tracking service delivery, provider contract management, therapist credential tracking, invoice verification, and developing effective processes surrounding the provision of related services to eligible students. The main goal of the K12 Related Services Team is to ensure that students are receiving their therapy services as assigned and that the School is compliant with the provision of these services.

LNCA's Special Education/Programs Academic Administrator/Student Services Coordinator has the ability to monitor all aspects of related service delivery through the K12 Related Service Manager (RSM), a K12 proprietary online database. This system allows for the tracking of service delivery, therapist credentials, contracts, invoicing, and reporting. Reports are available from this system that allow the school to see how many students receive services, what types of service, how many sessions were delivered, how many sessions are still owed, the total cost of each service by student and therapist, and the timeframe of service delivery. Logins are controlled and allow access to assigned students at the school, teacher, provider, and therapist levels.

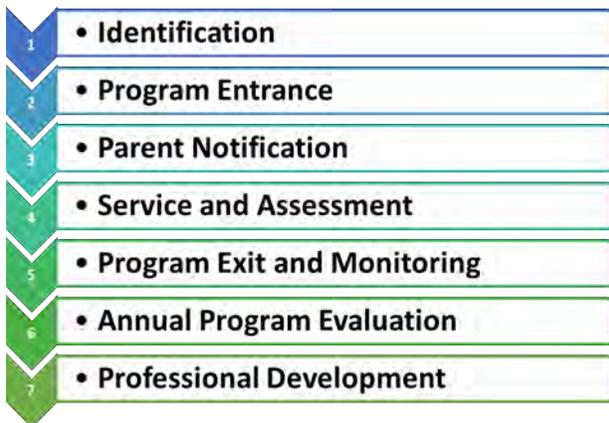
LNCA believes that it takes a complete team of individuals to serve a student with a disability to ensure academic success. As such, frequent and relevant synchronous and asynchronous communication between all parties is delivered through phone conferencing, notes, emails, and web conferencing tools. The following illustration depicts this team model.

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English Learners

LNCA will serve English Learners through a comprehensive program, including the following components:



LNCA will first identify potential English Learner (EL) students, students whose primary language is not English, during the enrollment and Child Find process. All eligible families will answer a series of online questions as a first effort of Child Find including the Home Language Survey (HLS) questions. The HLS is the first and primary effort to collect required native/primary language information about the student and/or family. Children and families with limited English proficiency will be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in school in compliance with the Civil Rights Act of 1964, Title VI, 42 U.S.C. § 2000d et seq. and the Equal Education Opportunity Act, 20 U.S.C. § 1703. All relevant staff will be provided professional development on EL indicators and their obligation in routing positive responses to the

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appropriate English Learner (EL) point of contact. Additionally, school records will be requested from any student that was previously enrolled in a school within the United States and will be reviewed for EL indicators. Those students with positive responses to any of the HLS questions will be referred to the EL point of contact. The EL contact will talk with the family to determine if EL services were previously received, identify the current language needs of the student, and review prior school records, including any previous EL evaluations, program plans, etc. that could help the school determine the next steps. If deemed appropriate based on positive responses to the HLS questions, steps will be taken to screen and then assess the student to determine eligibility status and develop an appropriate English Learning Plan.

A Parent/Guardian Notification Letter in both English and the language of the family is used to notify parents of students that have been identified as EL and their student's placement in a language instruction program. The parent notification letter is sent each year to all identified EL students' parents and specifies the reason for identification of their child as EL and the need for placement in a language instruction program; the child's level of English proficiency; how it was assessed; the status of the child's academic achievement; the methods of instruction that will be used and the program in which the child will be placed; how the program will meet their child's educational strengths and needs; how the program will help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; specific exit requirements for the program; and if the child has a disability, how such a program meets the objectives of the individualized education program of the child. Also, parents are notified that they have the right to decline to enroll their child in such programs or to choose another program or method of instruction.

Once students are identified as EL students, LNCA will increase the English proficiency and academic achievement of EL students by providing high-quality language instructional programs that are evidence-based. The school will employ an appropriately licensed EL or bilingual teacher, as defined by the Hawai'i Department of Education (HIDOE) regulations, for the EL-identified students. The EL teacher can provide support to the students within the school by relating background information and experiences to the students to better grasp a concept; scaffolding instruction to aid the students in comprehension; adjusting speech or content; and providing project-based learning experiences, necessary visuals, and in-classroom modeling of best instructional practices for the general education teachers. EL teachers also provide support through ongoing collaboration with General Education teachers. An annual language proficiency assessment will be administered to all active EL students to monitor individual student language growth and overall program effectiveness. Exit criteria for EL students and monitoring of students after EL program exit will be consistent with HIDOE and federal requirements.

Advanced Learner Program

LNCA will offer an Advanced Learner Program (ALP) for all eligible students and those identified as intellectually gifted. The purpose of this program is to increase overall quality and options for advanced learners through the development of consistent procedures and offerings. The benefits of the ALP will be measured by program satisfaction ratings and retention data about

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identified advanced learners. LNCA and K12 will partner to provide advanced learners and their teachers with options for differentiating instruction through School-level instructional offerings and national enrichment offerings.

At the School level, students will have options for differentiated instruction through individual and small group activities using targeted instruction, and flexible progression strategies including acceleration, and extension activities. Students will have opportunities to complete Project Based Learning assignments within their curriculum as well as integrate their interests in the community for leadership opportunities.

Students will be identified as intellectually gifted and/or selected by their teachers to participate in the ALP program either as enrichable or advanced students having characteristics such as advanced academic skills, independent motivation, curiosity, problem-solving, and keen observing and questioning.

High school students in the ALP program will be provided opportunities to participate in Honors and Advanced Placement courses.

- K12 Honors courses hold students to a high degree of accountability and demand independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources.
- K12 AP® courses are college-level courses that follow a curriculum approved by the College Board. These courses are designed to prepare students for success on AP Exams, providing students the opportunity to earn credit at most of the nation's colleges and universities. eK12 AP courses include a companion AP Exam Review course that provides practice for multiple choice exams and essay writing as well as provides students with an individualized study plan based on their results.

Section 504



Using the Child Find strategy described in response to question 55 (see **Attachment 33-55 – VBL**), LNCA will first identify students with an active Section 504 referral, or those students in need of a new Section 504 referral as part of the enrollment process. When the decision is made to initiate a Section 504 referral, the parent(s) (or guardian(s), if applicable) will be notified. When a student is identified after enrollment, a Section 504 Referral Form will be completed by the student's teacher(s) with input from others who work with the student, including the parent. The Section 504 evaluation will accurately and completely assess the nature and extent of the disability and the impact of the disability on a specific major life activity. This includes ensuring that the evaluation methods and materials are (a) in the native

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language of the student; (b) nondiscriminatory; and (c) empirically appropriate to test for the suspected disabilities.

If the Child Find committee determines that a student is disabled as defined by Section 504, the committee will determine what services or accommodations are required to enable the student to receive appropriate education and to provide the student with an equal opportunity.

McKinney-Vento Act (Homeless Education)

LNCA will identify and support students experiencing homelessness. LNCA will designate a member of the School staff as a liaison (e.g., a counselor, social worker, or Operations Team member) to ensure students eligible under the McKinney-Vento Act receive appropriate support and have every opportunity to succeed academically. During the school registration process, families may inform the school of their student's living situation. The School will ensure immediate enrollment to aid in school stability. Upon enrollment, LNCA's McKinney-Vento liaison will work directly with eligible students and families to identify academic and personal needs and coordinate resources accordingly.

Differentiated Learning

LNCA will provide differentiated learning support through assistive technology tools and a tiered system of instruction based on Universal Design for Learning principles (UDL). Assistive technology will be fluidly integrated into daily lessons based on student needs. Through a tiered system of instruction (MTSS), teachers will implement strategies based on UDL and work proactively to design lessons to meet all learner needs through differentiated strategies.

K12's product development team strives to align with the WCAG 2.0 Level AA and has begun the process of working towards WCAG 2.1 Level AA. By doing this, the curriculum, communication, and resources provide an accessible platform that is compatible with accessibility, Application Programming Interfaces, language translation programs, and 3rd party assistive technology resources. This platform meets the accessible education media needs of users in accordance with the National Instructional Materials Accessibility Standard (NIMAS). Any K12 resources that may result in user challenges due to a disability may be reported for investigation and remediation, as appropriate, via www.k12.com/accessibility.

Through the use of the K12 curriculum, LNCA will have access to a unique approach to educating all students by having the flexibility to provide large group instruction, small group instruction, pre-teaching and re-teaching concepts based on student data, one-on-one tutoring sessions, and through targeted interventions and supports.

Within the K12 online learning platform, lessons are created with multiple learning styles in mind. Content is rich with visual, auditory, and other student learning supports and the curriculum is able to customize student experiences by using adaptive learning pathways based on student diagnostic assessment data. All lessons provide opportunities for students to engage in remediation or accelerated activities, based on the student's performance data.

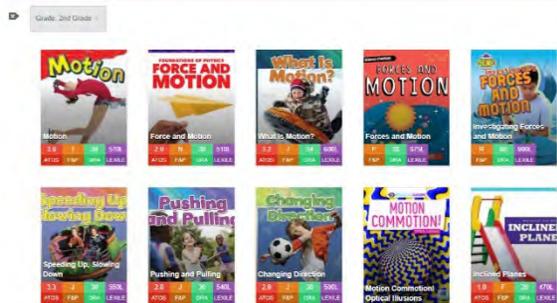
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All LNCA teachers and students/parents will have access to resources to differentiate learning for all students including:

Big Universe: allows teachers to assign books to students according to their ability/Lexile level of reading. Search functions include ability levels, content, genre, interest, etc.

The example below shows the ability of the teacher to assign reading that is based on the content the class is studying, in this case Motion, and make the reading accessible to the student.

Parents and students are also able to search and access books of interest.



Learning Hub: this gives teachers the ability to search for additional supplemental activities and lessons that can integrate into the curriculum to provide differentiation and remediation for students. Teachers are able to integrate ability-level lessons and/or assessments based on students' abilities, whether their needs are lower than their peers or more advanced than their peers. Teachers also have the ability to add cross-curricular assignments for students to make connections within the content. An example of the differentiation capabilities with this tool is the ability for teachers to insert links, equation builders, tables, audio, and video into the content to increase student learning.

Lexile and Quantile Hub: provides teachers with access to books on student ability level that is in the content the class is studying; word lists for specific content areas according to Lexile range; and most frequent use of words. This resource also allows teachers to search content by student quantile range in math and assign supplemental resources according to the student's ability. Parents also have access to the Lexile and Quantile Hub to support their student's learning. **Assistive Technology (AT).**

Due to the unique online nature of the K12 curriculum, many assistive technology tools can be accessed by all students based on their individual needs. With the support of the K12 Assistive Technology Resource Library, all staff members will have recommended tools and strategies at their disposal upon identification of student needs. A sampling of differentiation support tools includes but is not limited to, text-to-speech software, speech-to-text software, lowering readability of grade-level text while maintaining grade-level standards, translation tools, highlighting tools, zoom text, visual dictionary, word prediction software, and visual graphs and web support.

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LNCA staff can request AT equipment through K12 based on students' needs, which will be tracked in the student information database (Total View School) and sent directly to the student. The teacher/parent will be provided with any training needed to support the student in the use of the AT. Specific examples include:

- Document Camera
- External Keyboard (Ergonomic)
- External Keyboard (Standard)
- External Microphone
- External Mouse (Ergonomic)
- External Speakers
- Large Screen External Monitor
- Large Screen Laptop
- Noise Canceling Headphone
- Standard Desktop Computer
- Touchscreen External Monitor
- Touchscreen Laptop

Accommodations

In addition to the team approach to serving students identified with disabilities, EL, 504, or other educational need, there may be necessary accommodations that will ensure that students have access to the grade-level curriculum and their educational environment. Accommodations are provided in order to allow access, not to lower or reduce learning expectations. The following table provides examples of guiding questions or needs and sample accommodations that may be considered to address those needs. The chart does not contain an exhaustive list; accommodations should be evaluated on an individual basis.

Sample Access Need	Sample Accommodation
Reading difficulty	<ul style="list-style-type: none">• Text to Speech technology• Tracking support• Highlighter• Graphic Organizer
Difficulty sustaining attention; Easily Distracted	<ul style="list-style-type: none">• Simplify directions• Reminders to stay on task• Allow for breaks• Extended deadlines• Small group or individual support
Fine Motor deficit	<ul style="list-style-type: none">• Allow typed or oral response• Adapted keyboard or writing instrument• Fillable notes
Deaf/Hard of Hearing	<ul style="list-style-type: none">• Closed Captioning• Sign Language interpreting• Audio amplification device• Preferential seating
Blind, Low Vision, Partial Sight	<ul style="list-style-type: none">• Large print/font• Magnification devices

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	<ul style="list-style-type: none">• Braille• Screen reader• Text to Speech• Descriptive video
Mathematics difficulty	<ul style="list-style-type: none">• Calculator• Visual Supports
Health-Related concerns	<ul style="list-style-type: none">• Flexible scheduling• Extended Deadlines• Class recordings• Copies of notes

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31. Describe how your school will demonstrate and assess student performance aligned to the school mission and vision for the school year

LNCA's mission is "to provide a world class, adaptive, synchronous and asynchronous virtual learning environment to meet the needs and interests of students across Hawai'i wherever they are academically, physically, socially, and/or culturally and to prepare them for success in their chosen college or career path, in alignment with their individual kuleana" and our vision is "to create a charter school that continuously paves new pathways for virtual education, leveraging technology and innovative teaching methods to advance education for all student populations."

The Academic Performance Framework, adopted by the Commission, identifies a number of standardized assessments used to measure the School's academic performance. Beyond those, LNCA will utilize additional measures aligned to the School's mission and vision to assess student performance throughout the school year. Those measures will be used to inform school leaders, teachers, staff and the governing board in their ongoing student-focused instructional planning and cycle of continuous improvement.

LNCA's vision focuses on improving outcomes for underperforming, underserved, and English learners, as well as providing Hawai'i's students with access to personalized learning and real-world experiences that prepare them for success in career, college, and beyond. LNCA will support students in demonstrating academic growth and proficiency through assessment, engagement in career explorations and learning with hands on work-based learning experiences, earned industry certifications, and successful high school graduation. To accomplish this, we will continuously assess student performance and use that data to inform instruction aligned to our mission and vision.

Growth Measure Assessments. A Normed-Referenced Growth Measure, such as STAR 360, will be administered in reading and math to measure a student's academic growth over time, which aligns with the School's mission and vision. These assessments are administered to students three times a year; beginning, middle and end of year. The initial assessments take place before the beginning of the school year or upon enrollment approval. The initial assessments are administered to help to identify strengths and weaknesses in meeting state standards for each student. These assessments offer an initial benchmark for student skill level which allows teachers to differentiate instruction based on student needs. Assessment results will provide data to be used as an indicator of how to group students for each instructional cycle. Teachers will differentiate instruction based on individual student needs while they assess students' mastery of the state standards. Beyond whole group instruction, students needing additional support will attend targeted small group instruction sessions with their teacher for reteaching and more personalized instruction tailored to their individualized needs. Additionally, students below benchmark in reading and math will be provided with additional remediation support, such as enrollment in a remediation tool.

Formative Interim Assessments. Formative interim assessments will be given at the end of each instructional cycle for English Language Arts, math, and any other courses tested by the state. This data will then be collected and analyzed to determine standards mastery as well as the best intervention/ teaching strategies to employ. Formative interims will be administered to

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all students and aligned to the state assessment blueprint, state standards, and curriculum. Assessments will test student mastery of material taught in the preceding instructional cycle(s).

Course Assessments. Content-specific assessments are built into every lesson and unit of the proposed curriculum providers courses to guide and tailor the pace of progress to each student's needs. Lesson assessments are used to verify mastery of the objectives for that lesson, and to determine whether a review of some or the entire lesson is advisable. When content is presented using platforms that support adaptivity, lesson assessments can also determine the learner path, i.e., the sequence of learning objects that make up a particular student's journey through a lesson. Unit assessments show whether the student has retained key learning objectives for the unit and identify specific objectives students may need to review before moving on. Semester assessments verify student mastery of key learning objectives for the course.

Graduation Plans. One of the culminating successes of our program will be the number of high school graduates and their transition into their next step, whether it be career, college, or enlistment in a military branch. Every student will have the opportunity to indicate their post high school goals. Counselors, in coordination with students, will utilize student specified intentions to develop their high school graduation plan designed to meet their individual goals. Students who understand and take ownership of their graduation plan are more likely to stay enrolled and complete their course of study. Towards that end, LNCA will monitor and measure student interaction and progression with their graduation plan.

Career Readiness. Aligned to our mission and vision, LNCA strives to provide students with personalized learning and real-world experiences to ensure they graduate equipped with the tools they need to move directly into their chosen career or continued education. LNCA teachers and administrators will measure student progress towards career goals through a regular cadence of data review which will include course passing rates, engagement in Project Based Learning, career pathway progression and completion, participation in work-based learning experiences, industry certifications earned, and dual credits earned. Our Counselors will proactively plan with students to ensure these opportunities are available to them. They will also closely monitor these data points to provide student support, as needed, to help students stay on track towards graduating with these achieved. Teachers and administrators will review data and collaborate to support individual student needs as well as identify trends across career pathways, courses, and certifications to inform improvement strategies. Struggling students will be provided with additional support.

Utilizing a combination of the aforementioned assessments and following the spiral of inquiry model, teachers will participate in regular data meetings with LNCA administrative leaders. These meetings will encompass data review by program, grade level and subject area. Teachers will collaborate, noting observations on student performance, discussing possible reasons for low performance in those areas, selecting focus areas for improvement, identifying teacher needs to increase student performance, creating action plans, and reviewing previous cycles of data, action, and outcomes for continued improvement. Teachers will use anecdotal data from interactions with students in addition to grades earned on assessments to personalize

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instruction in both whole group and small group sessions, as well as in supplemental learning activities in the online school. School leaders will also participate in monthly data review meetings, following the same process, to discuss the student population as a whole and drill down into student demographics. The LNCA Board will be informed of identified trends and plans for improvement during academic reports to the Board.

Through the use of assessments, progress monitoring, data analysis, and strong connections with students, the effectiveness of the LNCA educational program can be monitored in real time. The ability to identify approaches that are being highly impactful, and those that are not, empowers school leaders and teachers to immediately adjust instructional practices to better meet student needs. This approach aligns with LNCA's mission and vision and facilitates instructional planning directly aligned to the school culture, which will be one of continuous improvement.

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32. Describe your proposed school's professional development plan to onboard faculty and staff that:
- a. Aligns to your mission specific instructional methodology; and informs instructional practices; and
 - b. Addresses specific professional development plans related to teaching struggling students, as well as SWD and ELs, including:
 - i. Professional development for all staff on the proposed school's special education and EL service delivery model;
 - ii. Strategies for modifying curriculum and instruction to accommodate student needs;
 - iii. The legal requirements of disciplining SWD;
 - iv. Teacher responsibility to address IEP goals, accommodations, and modifications; and
 - v. Continuing training to ensure teachers and staff are informed of most recent changes in special education policy, regulations, and best practices.

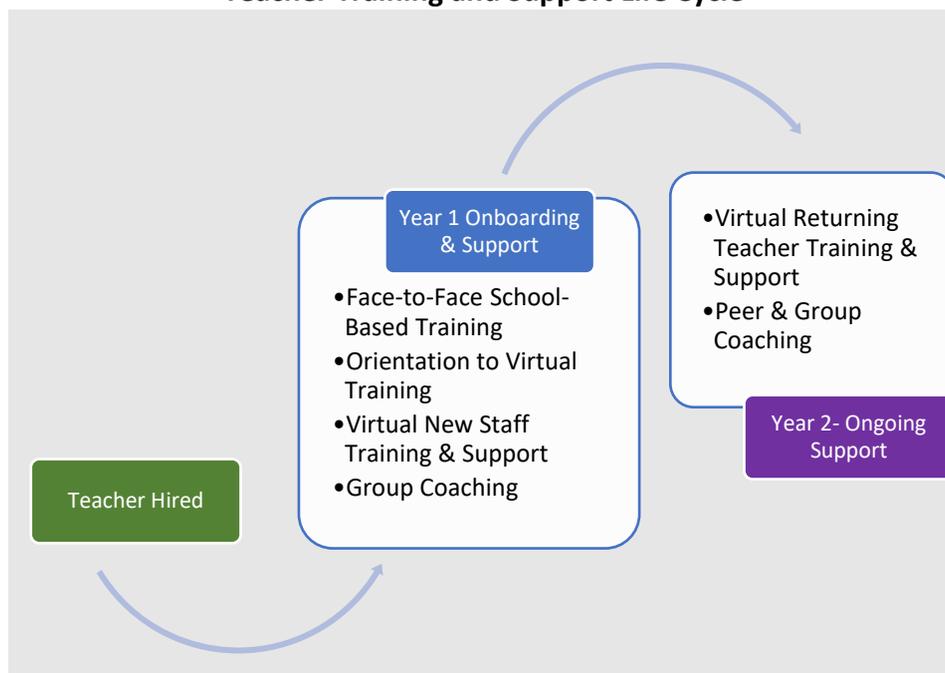
LNCA Teacher Professional Development Plan

Professional development will be a joint effort between the LNCA governing board and K12. The Board will provide professional development based on the School's mission, vision, culture, student data analysis, the Board's academic plan, curriculum map, assessment calendar, and state required annual professional development for all teachers and other staff. Professional development will be a year-long pursuit focused on providing teachers with the skills and competencies required to meet the needs of students and their families including data-driven instruction, instructional practices, and instructional leadership. Each teacher will have an Individual Development Plan that is a combination of required professional development as deemed appropriate by their tenure or as identified by an administrator as an area where development is needed and other optional offerings particular to their areas of interest. LNCA's school-based professional development program will address the needs of experienced as well as new teachers and administrators.

K12 will provide a robust professional development program as it pertains to virtual learning and associated best practices. Since 2017, K12 has partnered with **Southern New Hampshire University (SNHU)** to develop competency-based learning modules, specializations, and a Master of Education (M.Ed.) in Online Instruction degree and six related specializations (see below).

During a teacher's first year, K12 will provide a year-long induction program, giving teachers the tools needed for each stage of development throughout the school year. This includes training in both synchronous and asynchronous teaching models, as well as a focus on targeted instruction. New teachers are partnered with a mentor for ongoing collaboration and partnership. Additionally, teachers will have the opportunity to participate in national, regional, and school level professional development opportunities.

Attachment 32 - ACAD Teacher Training and Support Life Cycle



New Teacher/Staff Onboarding (NTO)¹

Goal: To provide training for teachers new to virtual teaching in elementary, middle school, and high school grades.

New teachers hired at the school will be licensed teachers and generally highly experienced. The NTO Program introduces teachers and some staff to the School's model, curriculum, systems, communication, instruction, and community through customizable paths, using synchronous and asynchronous learning. NTO is intended to complement school-specific, school-delivered start-up training for new staff.

This training includes basics for online instruction and teachers' access to competency-based Professional Learning Modules. The synchronous and asynchronous time is also used for teachers to work from their home environments, practicing skills they learn during the training and familiarizing themselves with the tools of the Learning Management Systems such as lesson planning and tracking student progress. At the end of NTO, all new teachers will continue to receive support from the Portfolio Support Team through customized professional development (as requested by School leaders), live professional development modules, informal observations, and offline support through an internal platform.

K12 Mentor Training Program

LNCA will participate in the school-based Mentor Training Program, which offers live support to new teachers from experienced teachers, the "mentors." The mentors have access to live and asynchronous training throughout the year to connect mentors across the nation to discuss

¹ Also available to new school counselors, Student Support Team, and administrators.

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best practices with the aim to produce mentors that build strong relationships and move beyond “how to” conversations to those that focus on academic results. LNCA will assign a point of contact to run the mentor program. Mentors will also be provided for counselors and other school personnel.

Competency-Based Professional Learning Modules (New and Returning Staff Members)

K12 has worked with SNHU to conduct a research project about the efficacy of online professional development for instructors. It was concluded that competency-based learning was most effective when training staff online. The training modules have been developed to reflect the competency-based approach for online professional development.

The following competency based Professional Learning Modules (PLMs) are available for all LNCA teachers and leaders in K12 Training.

- SNHU-Created PLMs
 - Building and Maintaining Learning Coach Relationships
 - Using Data to Differentiate Instruction
- K12 Created PLMs
 - Creating an Engaging Learning Culture
 - Planning Intentional Instruction
 - Intentional Instruction I
 - Math Collaborative Problem-Solving
 - Culturally Responsive Teaching
 - Targeted Instruction Level 1
 - Targeted Instruction Level 2
 - Trauma Informed Schools Reading Foundations Pathway (in development)— a 5 course series
 - Math Foundations Pathway (in development)— a 6 course series
 - Modules Exclusively for Leaders:
 - Strategies for Leadership
 - Core Practices of Instructional Leadership
 - Growth Mindset Series (3 modules that cover Basics, a Growth Mindset for Leaders, and How to Implement in the School)
 - Finding the Time and Priority Management
 - Cultural Levers for School
 - Leadership Precision Series (3 modules that focus on Instructional Planning, Observation & Feedback, and Professional Development)
 - Rigor for School Leaders
 - Data and Leadership (in development)
 - School Needs Assessments (in development)

Special Programs Professional Development

LNCA will have a year-long professional development plan outlined prior to the teaching staff's first day with the school. It is important that all staff, including special program teaching staff,

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are aligned with the mission and vision of the school. All special program staff will be included in professional development and training provided to general education teachers. Including, but not limited to, professional development focused on: instruction, school systems, building relationships, social/emotional learning, and support, the multi-tiered system of support, interventions, and overall school expectations. Professional development will be provided both synchronously and asynchronously. At the beginning of the year, prior to the students' first day of school, staff will have a multi-day outlined training. Within that professional development, special programs and meeting the differing needs of the student population will be a focus. Live professional development will include:

- **Child Find processes: indicators**, whom to contact, and how for all areas of special programs.
- **Multi-Tiered System of Support:** identification, data, instruction/interventions, schedule, and processes
- **Special programs:** service delivery model for SWD, EL, 504, advanced/gifted, differentiation, online platform tools, accommodations, the GE teacher's role, plans (IEP, 504, EL, ALP), and how to meet the needs identified within the plan
- **Curriculum:** accommodations, modifications
- **Discipline:** school discipline policies, procedures for students in special programs (manifestation of determination processes), communication and collaboration
- **Collaboration:** collaboration expectations for GE and special program teachers, Professional Learning Communities
- **Data:** data-driven instruction, a review of data available to teachers, how to make instructional decisions based on data
- **FERPA: Meeting** FERPA guidelines in keeping student information safe and through communications.

LNCA believes that continued professional development is essential to ensure that staff maintains a common vision for the school and that teachers continue to meet the needs of the student population through quality instruction. Quality instruction for all student needs, crossing the multi-levels of student needs and support (MTSS, special programs, at risk) will be a continued focus throughout the school year. Staff meetings will be held weekly and special programs content will be integrated into meetings on a monthly basis. The content will be determined by the clearly outlined professional development plan created for the school year as well as school, student, and teacher needs are identified.

Special Programs staff will also have weekly staff meetings to focus specifically on compliance processes, any changes in policies, regulations, or best practices, and team building. Content will include, but is not limited to:

- **Compliant IEP, EL, 504, and ALP documents and processes:** each special program teacher will be trained specifically on the processes and procedures for compliance documents, meetings, and implementation.
- **Progress monitoring of goals within plans:** timelines and processes
- **Accommodations and modifications**
- **Assistive technology**
- **Differentiation**

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- **Services and instructional strategies**

Professional development will be provided in live training sessions provided by the LNCA Board and leadership team, in combination with recorded training modules through the K12 online training portal. Completion of modules and attendance at professional development will be tracked to ensure that all staff have the required professional development. K12 online modules will include:

- Welcome to Newrow 2.0 and Newrow Knowledge Base
- Total View Schools
- Online platforms for student curriculum (OLS and OMHS)
- Suicide Awareness
- Mandatory Reporting of Child Abuse and Neglect
- Accessibility Requirements for teachers
- FERPA in the online world and email guidance
- Accommodations and Modifications in the virtual environment

Section 504:

- Starting strong with Section 504

Special Education:

- Special education in the virtual world
- IEP progress monitoring
- SMART IEP goals